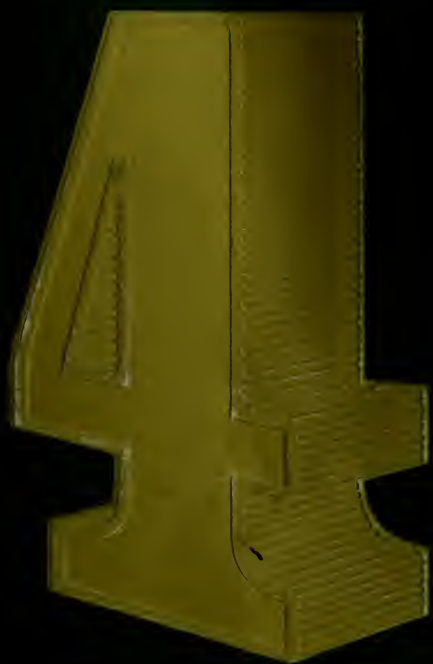

Modern American English NEW EDITION

Robert J. Dixon



MODERN
AMERICAN
ENGLISH

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Seoung Kyun Lee

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Do Bong Ku Seoul Korea

Robert J. Dixon

New Edition

Book 4

MODERN AMERICAN ENGLISH

Rae Hoon Jhon

Regents Publishing Company, Inc.



Illustrations by Anna Veltfort

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Modern American English, Textbook Four, is the fourth of a series of six texts, with correlated teacher's manuals, workbooks, and recordings, designed as a complete course of study in English as a second language. The first two books provide elementary vocabulary and lay the foundations for a comprehension of the principles of English grammar; taken together, they can be considered to comprise a beginning course in English. The remaining books, the workbooks, and the recordings build upon this foundation by expanding the study of vocabulary and completing the survey of English grammatical structures. Book Six, although primarily a reader, provides a general review and additional practice on all the material previously studied.

The six books of the series have been planned for use in the usual junior high school, high school, or adult course of study. The pace of the books, therefore, is measured but intensive, as is proper for students studying English on this level. Extensive oral practice is provided for everything presented. Students are prepared to move, without difficulty or confusion, from one step to the next, from one lesson to the following lesson. Vocabulary and grammar are controlled at all times, particularly at the beginning and intermediate levels in Textbooks One through Four. Consequently, there is no danger of teaching more vocabulary or structure than a student can readily absorb.

Expressed in a different way, the purpose of this book, as well as of the remaining books of the series, is to teach students how to use and understand spoken English. The approach emphasizes at all times the ability of the students to use what they have studied. All materials and all activities in the series contribute directly to this end.

Modern American English, Textbook Four, is simple to use and easy to follow. It is a basic textbook, consisting of fifteen lessons. Every fifth lesson is a review that provides additional practice on the material that has been covered in the previous four lessons. Each of the remaining lessons is divided into four sections: *Reading and Oral Practice*; *Structure and Pattern Practice*; *Pronunciation and Intonation Practice*; and *General Practice*. Each of these sections is intended to give a particular kind of practice that will strengthen the students' learning experience and lead to their ability to communicate in the new language.

1. Reading and Oral Practice. This section introduces the material that is to be studied in the lesson. There are three parts to the *Reading and Oral Practice*. The first consists of a short narrative, arranged in paragraphs, each of which is followed by comprehension questions. The second part consists of questions and answers, cued to pictures, which give additional examples of vocabulary items, particularly idiomatic expressions, that are introduced in the lesson. The third part is a dialogue. All the new vocabulary in each lesson is presented in this section or in the grammar notes that begin the following section.

The first part of each section is intended primarily for listening and repeating practice and for comprehension. The students should first listen while the teacher reads each paragraph; then the students should repeat the paragraph after the teacher in chorus; next, individual students should be asked to repeat the paragraph; and finally, individual students should read the paragraph. After this preparation, the teacher should ask individual students to answer the comprehension questions that follow each paragraph. In addition to oral work in class, the teacher can also assign the comprehension questions for written homework.

The next part of the section gives examples of vocabulary items and idiomatic expressions in the form of questions and answers that are cued to pictures. The teacher should use the same steps for introducing this material—choral repetition, individual repetition, and individual reading. The teacher should then use this material as a question-and-answer practice by asking individual students to give answers to the questions. Their books should be closed during this practice. As a final step, one student should ask the questions while another student gives the answers. This kind of student-student practice is highly recommended for all the exercises throughout the book.

Similar procedures should be followed for the dialogue, the third part of the *Reading and Oral Practice*. The steps should be listening, choral and individual repetition, teacher-student practice, and student-student practice.

2. Structure and Pattern Practice. This section is devoted to the study of the grammatical structures and idiomatic expressions in English. The section begins with a careful explanation of the structure that is being presented in the lesson. Notes are also included on the idiomatic and cultural material that has been included in the *Reading and Oral Practice*.

The explanatory note is followed by a wide variety of drills that give the students a command of the forms of the different patterns of English. It is suggested that the teacher first go through each exercise orally, with students repeating each cue and its answer in chorus. In the next step, the teacher should present the cue and then ask the class to give the answer in chorus. After that, the teacher should give the cue, with individual students giving the answer. There should be immediate correction of wrong answers, first by giving the right one and then having the students repeat it in chorus.

When sufficient oral work has been done, the teacher can assign the exercises as written homework. Homework should be corrected carefully and returned to the students so that they can note their errors and observe their progress. The exercises in this section are designed for habit formation on specific patterns, whereas the conversation practice in the final section of the lesson is designed to give the students greater flexibility in the *use* of the patterns.

3. Pronunciation and Intonation Practice. This section gives practice on different aspects of pronunciation. In this particular book, each lesson contains minimal pair drills on contrasted sounds. Many words are given in these drills that are NOT intended for vocabulary study, but ONLY for pronunciation practice. For intonation practice, special exercises are marked with intonation patterns.

The material in this section should be presented by means of repetition, both choral and individual. The teacher's pronunciation and intonation will serve as a model for the students. The sentences for intonation practice should be said at a natural conversational speed so that the students will become accustomed to the sound of English as it is actually spoken. The recordings give valuable additional practice for this section, since they permit the students to hear other speakers of English whom they can use as models.

4. General Practice. This section gives oral practice on the actual use of English for conversational purposes. For those students who need or want to learn English so that they can genuinely communicate with other speakers of the language, this section is really the heart of the lesson.

The procedures for the practice in this section should consist first of teacher-student practice, and second of student-student practice. In iii

the teacher-student practice, the teacher asks the questions or gives the commands, while individual students respond. In student-student practice, one student acts as teacher, while another makes the appropriate responses.

Additional practice is given in the Teacher's Manual in the form of conversation practice. There are questions the students can answer from their own experience and knowledge within the structural and cultural framework of the patterns and vocabulary that have been studied. These exercises are only suggestions. Each teacher should work out the particular exercise, with appropriate questions and commands, before giving it to the students, so that it will conform to the reality of that particular classroom and group of students.

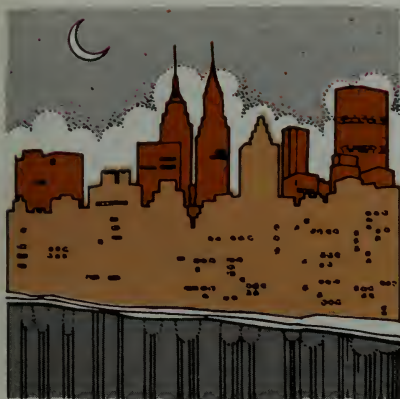
Supplementary Material. Each book in this series is accompanied by a teacher's manual. The manual reproduces each page in the student's textbook and gives suggestions for the procedures to be followed in presenting the material on the page. It also contains additional information and suggestions that will be helpful to the teacher, including, as noted above, material which can be used for conversation practice.

There are also companion workbooks available for each textbook. Each workbook lesson is closely coordinated with the corresponding level in the textbook for the same level. The workbooks give additional material to help build all four of the language skills—listening, speaking, reading, and writing. In addition, there are tapes that cover the material in each of the textbook lessons, thereby giving the students a valuable source for more oral practice.

Lesson 1

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



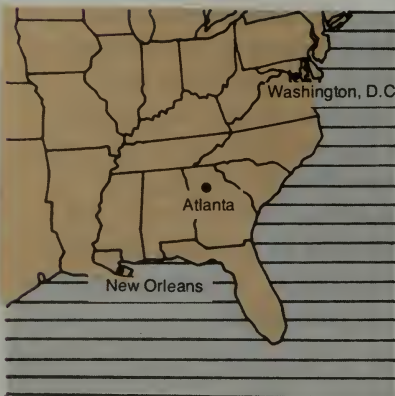
To many people, New York is the United States. It is the financial, commercial, and cultural center of the country. Almost everybody has seen pictures of its skyscrapers and the lights of Broadway, the city's theater district. Millions of people live in New York, and thousands more come into the city every day to work or just to enjoy themselves.

1. What is New York to many people?
2. What kind of center is it?
3. What has almost everybody seen?
4. Do many people live in New York?
5. What do thousands more do every day?



New York is one of the world's great cities, but is only one of many large cities in the United States. Boston, Philadelphia, and Baltimore are all only a short distance from New York. Like New York, they are all seaports and important cultural centers. New York grew larger than these other cities because rivers and lakes provided it with water transportation to the center of the country.

6. Is New York the only large city in the country?
7. What cities are only a short distance from New York?
8. How are they all like New York?
9. Why did New York grow larger than these other cities?



Only a few miles south of Baltimore is Washington, D.C. Washington is the capital of the United States. Millions of tourists visit the city every year because of its museums and monuments. Atlanta is the largest and most important city in the South, and New Orleans, on the great Mississippi River, is the major seaport of the area.

10. Where is Washington, D.C.?
11. What is Washington?
12. Why do millions of tourists visit Washington every year?
13. What is Atlanta?
14. What is New Orleans?



The central part of the United States is an area of both farms and factories. The most important city in this part of the country is Chicago, the second largest city in the United States. Detroit is famous as the center of the automobile industry. In Texas and along the West Coast, there are other cities which have grown to great size. Houston is a center for the oil industry. San Francisco and Los Angeles are the most important cities on the Pacific coast of the United States.

15. What kind of area is the central part of the United States?
16. What is the most important city in this part of the country?
17. What is Detroit famous for?
18. What is there in Texas and along the West Coast?
19. What is Houston a center for?
20. What are the most important cities on the Pacific coast?



People from all groups and countries of the world have come to the United States. One of the largest groups is Latin Americans. There are more than twenty million people in the country who speak Spanish. Some of them were born in the United States, but many come from Puerto Rico, Mexico, and Central and South America. There are also Americans who speak Italian, Arabic, or one of a hundred other languages.

21. Who has come to the United States?
22. What is one of the largest groups?
23. How many people in the country speak Spanish?
24. Were all of them born in the United States?
25. Are there any Americans who speak other languages?

B. Listen and repeat. Then answer the questions.



1. Is New York an important city?
Yes, it's one of the world's greatest cities.



2. Is New York a cultural center for the United States?
Yes, New York is the country's major cultural center.



3. Where are the city's hotels and theaters?
Most of its hotels and theaters are in Manhattan.



4. Why did New York grow into an important seaport?
It grew because it had water transportation to the center of the country.



5. Is New York still growing?
No, it hasn't grown in the last few years.



6. Do many young people come to live in New York?
Yes, young people from all over the country come to New York because there's so much to do there.



7. Where does the city get its water?
Rivers provide it with a good supply of water.



8. Where does your company have its main office?

Its main office is in the financial district.



9. Doesn't that boy grow a lot every year?

Yes, he grows two or three inches every year.

C. Dialogue.



(Carlos and Teresa are tourists from South America who are visiting New York.)

CARLOS: What do you want to do now?

TERESA: I want to go back to the hotel.

CARLOS: But it's only four o'clock.

TERESA: I'm tired. We've done a lot of sightseeing.

CARLOS: We can still go shopping. The stores don't close for another hour.

TERESA: No, I want to rest for a while. We're going to the theater tonight, you know.

CARLOS: Yes, I know. What time does it start?

TERESA: At eight o'clock.

CARLOS: Do you want to try to take the subway to the theater?

TERESA: We can take a taxi. It's more expensive, but it's a lot easier.

CARLOS: Where do you want to eat?

TERESA: There are a lot of restaurants near the hotel.

CARLOS: But what kind of restaurant? Mexican? Italian? Chinese? French?

TERESA: Oh, I don't know. Right now I just want to go back to the hotel and rest.

2. Structure and Pattern Practice

Structure in English depends primarily on word order. There is a small number of basic word order patterns for affirmative statements.

To be is sometimes called a linking verb. It generally follows two patterns, one when it is followed by a noun (predicate noun), and the other when it is followed by an adjective (predicate adjective).

<i>Subject</i>	<i>To be</i>	<i>Predicate Noun</i>
New York	is	a great seaport.
<i>Subject</i>	<i>To be</i>	<i>Predicate Adjective</i>
The city	is	very busy.

There is used as a substitute for the subject in some sentences with *to be*.

<i>Substitute Subject</i>	<i>To be</i>	<i>Subject</i>	
There	are	three restaurants	near the hotel.

Other sentence patterns depend on whether the verb takes an object (a transitive verb) or does not (an intransitive verb).

<i>Subject</i>	<i>Transitive Verb</i>	<i>Object</i>	
They	took	the subway	to work.
My company	has	its main office	in Manhattan.
I	saw	those pictures.	

<i>Subject</i>	<i>Intransitive Verb</i>	<i>Adverbial Phrase</i>	
I	walk	to work.	
They	live	in the city.	

A few verbs like *to give* take two objects, a direct object (usually a thing) and an indirect object (usually a person or institution). There are two patterns in this case. When the direct object comes first, the indirect object becomes a prepositional phrase.

<i>Subject</i>	<i>Verb</i>	<i>Indirect Object</i>	<i>Direct Object</i>
I	gave	my friend	the pictures.

<i>Subject</i>	<i>Verb</i>	<i>Direct Object</i>	<i>Prepositional Phrase</i>
I	gave	the pictures	to my friend.

In American usage, when both objects are personal pronouns, the second pattern is used.

I gave them to him.

Note that the adverbial expressions for time and place generally follow the other elements in the sentences.

Its is the possessive adjective form of *it*. It is NOT used as a possessive pronoun.

I've seen a lot of pictures of its skyscrapers.

Note that the possessive form, *'s*, can be used with words that refer to place.

New York's skyscrapers make it one of the world's great cities.

The irregular verb *to grow* - *grew* - *grown* is introduced in this lesson.

Exercises

A. Arrange the words or expressions in parentheses into affirmative statements.

E X A M P L E

(he) (in a bank) (a job) (has) *He has a job in a bank.*

1. (is) (warm and sunny) (today) (the weather)
2. (he) (her) (gave) (a present) (last week)
3. (is) (a lawyer) (his mother)
4. (it) (they) (to me) (sent)
5. (are) (television) (tonight) (they) (watching)
6. (us) (her father) (last week) (visited)
7. (are) (in the city) (a lot of skyscrapers) (there)
8. (in college) (studied) (chemistry and math) (she)
9. (going) (she's) (for a while) (to rest)
10. (will take) (a taxi) (to the museum) (they)
11. (at the hotel) (there) (several tourists) (are)
12. (to me) (showed) (the picture) (she)
13. (every day) (a lot of correspondence) (they) (handle)
14. (will) (in another hour) (close) (the stores)
15. (last winter) (was) (there) (a lot of snow)

B. Add the expressions in parentheses to these sentences.

E X A M P L E

He gave a present last week. (his wife) *He gave his wife a present last week.*

1. I can lend my typewriter. (you)
2. I got a cup of coffee at ten o'clock. (for the boss)
3. She showed some pictures yesterday morning. (to the children)
4. The store sent several packages. (her)
5. She brought a nice hot cup of coffee. (me)
6. I'm going to teach a new lesson tomorrow. (to the students)
7. We rented our house for the summer. (to a lawyer)
8. The teacher assigned a book to read outside school. (the class)

C. Change both the direct and indirect objects to personal pronouns and put them in the proper order if necessary.

E X A M P L E

He gave his wife the present yesterday. *He gave it to her yesterday.*

1. The store sent the packages to his wife.
2. She showed Sue and me her apartment.
3. I wrote Mike that letter.
4. Susan sent the postcards to her mother.
5. She bought that sweater for her husband.
6. He taught the children the new lesson yesterday.
7. The salesman showed Mike the new car.
8. I gave the letters to the mailman.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[ʊɪ] as the *uy* in *buy*

buy
tie
ply
rye
sigh
I'll
tile

[ɔɪ] as the *oy* in *boy*

boy
toy
ploy
Roy
soy
oil
toil

B. Listen and repeat.

E X A M P L E

(Teacher) They rented an apartment.

(Students) They rented an apartment.

(Teacher) They rented an apartment.

1. The city is very important.
2. He works downtown.
3. They're visiting New York.
4. She wants to rest.
5. They speak Spanish.

4. General Practice

Answer these questions.

EXAMPLE

Do they speak Spanish or Italian in Puerto Rico?

They speak Spanish in Puerto Rico.



1. Are San Francisco and Los Angeles on the Atlantic or the Pacific coast of the United States?



2. Do a lot of tourists visit Washington or only a few?



3. Are they going to take a bus or a taxi?



4. Did they visit a museum or go to the theater?



5. Did she grow two inches or three inches last year?



6. Are they going to grow apples or carrots?



7. Are there a thousand or a million people in the city?



8. Are there houses or skyscrapers in this section of the city?



Lesson 2

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



Sol Marcus has driven a taxicab in New York for more than thirty years. He knows every street and corner in the city and a good many places in the suburbs too. He starts work early in the morning because he can pick up rush-hour passengers then. His shift ends at four in the afternoon, but he sometimes works through the evening rush hour to make a little extra money.

1. What has Sol Marcus done for more than thirty years?
2. What does he know?
3. Why does he start work early in the morning?
4. When does his shift end?
5. Why does he sometimes work through the evening rush hour?



Sol complains about his job a lot. He complains about the traffic and the condition of the streets; and he doesn't like passengers who give him small tips. On the other hand, he does like being able to choose his own hours.

6. What does Sol do a lot?
7. What does he complain about?
8. What kind of passengers doesn't he like?
9. What does he like about his job?



Sol and his wife Bella live in Brooklyn, a section of New York City. They have three children, but the children have grown up and left home. All three of them are married and have children of their own. They live in the city too, so Sol and Bella can see them often.

10. Where do Sol and his wife Bella live?
11. How many children do they have?
12. Do their children live at home?
13. Are any of the children married? Do they have children?
14. Why can Sol and Bella see them often?



Sol earned enough money driving a cab to send his children through college. He had to work long hours for many years. Now Bella wants him to retire. She wants to sell their house and move to Florida. But Sol isn't ready to stop working yet.

15. How much money did Sol earn driving a cab?
16. What did he have to do?
17. What does his wife want him to do now?
18. Does she want to stay in New York?
19. Why doesn't Sol retire?



Sol gets up at five o'clock every morning. After he shaves, he drinks a cup of coffee. He also reads the newspaper, so that he'll have something to talk about with his passengers. New York taxi drivers are famous for talking to their passengers a lot. Sol himself never starts a conversation, but if his passengers want to talk, he has to be ready to talk about almost anything.

20. What time does Sol get up?
21. What does he do after he shaves?
22. What are New York taxi drivers famous for?
23. Does Sol ever start a conversation?
24. What does he have to be ready for?

B. Listen and repeat. Then answer the questions.



1. Do taxi drivers work from nine to five every day?

No, they can choose their own hours.



2. When is the rush hour?

There's a morning rush hour when people are going to work, and an evening rush hour when they're coming home.



3. Is his car in good condition?

No, it's in bad condition. It breaks down nearly every day.



4. Where did he pick up those passengers?

He picked them up at the airport.



5. Why is he picking up that package?

He's picking it up because he's going to take it to the post office.



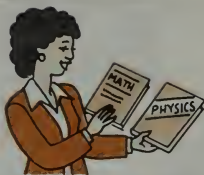
6. When do you give a tip?

You give a tip for a personal service.



7. How many shifts do they have in that factory?

They have three shifts, one in the morning, one in the evening, and one at night.



8. What subjects has she chosen this year?
She's chosen math and physics this year.



9. Why did they choose to live in New York?
They chose New York because something is always happening there.



10. Did they move to New York recently?
No, they've always lived in New York. They grew up in the city.

C. Dialogue.



BELLA: It's seven o'clock already, Sol.

16 SOL: Yes, I know. I decided to work the evening rush hour.

BELLA: And so now your dinner's cold! Why do you work so hard?
 SOL: I just start, and then I can't stop.
 BELLA: You can stop any time. You don't need to keep on working at all.
 SOL: And then what would I do?
 BELLA: We could move to Florida.
 SOL: Oh, Florida! Is it any better than New York?
 BELLA: It's warm and sunny all year round. No more snow, no more ice.
 SOL: And what about the children and the grandchildren?
 BELLA: They could come and visit us every winter.
 SOL: And what would we do every spring, summer, and fall?
 BELLA: A lot of our friends have moved to Florida. We know a lot of people there.
 SOL: Well, I'll think about it.

2. Structure and Pattern Practice

Many questions ask simply for a *yes* or *no* answer. In English, these questions are formed by placing the auxiliary of the verb phrase before the subject.

Have they lived in New York a long time?
 Will their grandchildren visit them this winter?
 Can he pick up a lot of passengers at rush hour?
 Are they going to move to Florida?

When a form of *to be* (*is, am, are, was, were*) is the main verb, it is placed before the subject.

Is New York an important seaport?
 Are there a lot of houses in Brooklyn?
 Is it an interesting place to live?
 Was it warm and sunny yesterday?

Affirmative statements in the simple present tense do not include an auxiliary verb, so *do* or *does* (for the third person singular) is placed before the subject to form yes-no questions, and the basic form of the verb follows the subject.

Do they have a small house?
Does he drive a taxicab?

Similarly, *did* is placed before the subject to form yes-no questions in the simple past tense, and the basic form of the verb follows the subject.

Did she grow up in New York?
Did they go sightseeing yesterday?

In everyday conversation, the answer to a yes-no question is often a short answer that includes the subject and the auxiliary verb.

Have they sold their house yet? Yes, they have.
Can we watch television tonight? Yes, you can.
Will he be home by seven? Yes, he will.
Are you going to rest for a while? Yes, I am.
Does she work in an office? Yes, she does.
Do they work in the financial district? Yes, they do.
Did he get home late? Yes, he did.

Negative short answers generally include the subject and the contraction of the auxiliary verb with *not*.

Have they sold their house yet? No, they haven't.
Is it going to rain today? No, it isn't.
Does Sol drive a truck? No, he doesn't.
Did they go to Florida last winter? No, they didn't.
Will she stay in New York? No, she won't.

Since *am* does not contract with *not*, *No, I'm not* is used for negative short answers.

Are you going sightseeing today? No, I'm not.

The irregular verb *to choose - chose - chosen* is introduced in this lesson.

Taxi and *cab* are both short forms for *taxicab*.

Exercises

A. Change these sentences to yes-no questions.

E X A M P L E

It's warm and sunny in Florida. *Is it warm and sunny in Florida?*

1. She takes the subway to work.
2. There are some restaurants near the hotel.
3. He's driven a taxicab for more than thirty years.
4. Their office is in the financial district.
5. They'll visit their parents every winter.
6. They grew up in the city.
7. He picked up the passengers in the theater district.
8. I've lived in the city for several years. (you)
9. He can retire next year.
10. You should listen to the radio in the morning. (I)
11. She was out of town last week.
12. She's going to be an engineer.
13. The stores closed at six o'clock.
14. I'll think about it. (you)
15. I'll be on the night shift next week. (you)

B. Give affirmative short answers to these questions.

E X A M P L E

Is it warm and sunny in Florida? *Yes, it is.*

1. Can you help me with this assignment? (I)
2. Has she chosen her courses for next year?
3. Do they have a lot of friends in Florida?
4. Are you going to take the subway to work? (I)
5. Did the telephone ring?
6. Can she study engineering at that school?
7. Are all their children married?
8. Does he work through the evening rush hour?
9. Can you meet me after work? (I)
10. Should I take these packages to the post office? (you)
11. Did he make some extra money last summer?
12. Do you take aspirin when you have a cold? (I)

C. Give negative short answers to these questions.

EXAMPLE

Is it cold and wet in Florida? *No, it isn't.*

1. Are the streets in New York in good condition?
2. Have they done a lot of shopping?
3. Does he walk to work?
4. Will we be late if we take a bus? (we)
5. Did they sell their house?
6. Had she forgotten the assignment?
7. Will you need these books? (I)
8. Should we write in our books? (you)
9. Did they go to the theater last night?
10. Has he decided to retire?
11. Did he get a good tip from that passenger?
12. Does he talk to his passengers all the time?

3. Pronunciation and Intonation Practice

A. Repeat several times.

[aʊ] as the *ow* in *now*

cow

sow

bough

owl

fowl

[ɔɪ] as the *oy* in *boy*

coy

soy

boy

oil

foil

B. Listen and repeat.

EXAMPLE

(Teacher) Do they live in the city?

(Students) Do they live in the city?

(Teacher) Do they live in the city?

1. Are their children married?
2. Does he work in a factory?

3. Do they have any grandchildren?
4. Is he going to retire?
5. Is the city very large?

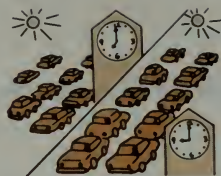
4. General Practice

Answer these questions.

E X A M P L E

When is the morning rush hour?

The morning rush hour is from seven to nine o'clock.



1. When is the evening rush hour?



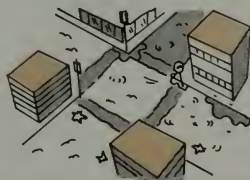
2. Does she drive a taxicab or a bus?



3. Does her shift begin at noon or at midnight?



4. Are the streets in good condition or in bad condition?



5. Did he pick up the passengers at a hotel or a theater?



6. Are they going to choose an Italian or a Chinese restaurant?



7. Where does he pick up the mail?



8. Did he choose the red shirt or the blue shirt?



9. Did they grow up in a city or a small town?



10. Is it cold and wet or warm and sunny all year round in Florida?



Lesson 3

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



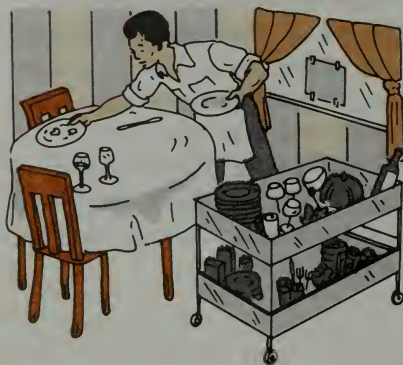
Luis is twenty years old. He came to Miami from Puerto Rico two years ago. He dropped out of high school there, and he couldn't find a job. He had an uncle and aunt who were already living in Miami. He decided to visit them, look for a job there, and try to go back to school.

1. How old is Luis?
2. Where did he come from? When?
3. What happened to him in Puerto Rico?
4. Where were his aunt and uncle living?
5. What did he decide to do?



There are thousands of Cubans and Puerto Ricans in Miami. The Puerto Ricans are American citizens, so they can come and go without any difficulty. Most of them live in neighborhoods where more Spanish than English is spoken. The grocery stores specialize in Latin American foods, and the movie theaters show films in Spanish.

6. How many Puerto Ricans and Cubans are there in Miami?
7. Why can the Puerto Ricans come and go without any difficulty?
8. Where do most of them live?
9. What do the grocery stores specialize in?
10. What kind of films do the movie theaters show?



After a few weeks, Luis found a job in a restaurant. He got the job through a cousin who was already working there. Luis works as a busboy. He clears the tables and then sets them for the next customers. He also carries dishes to and from the kitchen.

11. Where did Luis find a job?
12. How did he get the job?
13. What is Luis's job?
14. What does he do?
15. What else does he do?



Luis gets to work at eleven in the morning. The restaurant is always busy at lunchtime, so Luis has to work very hard. At three o'clock he gets a free meal in the kitchen. He has a break from four to six. After that, he works through the dinner hour, sometimes as late as eleven o'clock or midnight.

16. When does Luis get to work?
17. Why does Luis have to work very hard?
18. What does he get at three o'clock?
19. When does he have a break?
20. What does he do after that?



The hours are long and the work is hard. On the other hand, Luis earns more money than he could in Puerto Rico. He still lives with his aunt and uncle. He pays them twenty dollars a week for a tiny room. He is trying to save the rest of his money because he wants to finish high school and go to college in a few more years.

21. Is Luis's job easy?
22. Would he make more money in Puerto Rico?
23. Where does he live now?
24. How much does he pay them for his room?
25. Why is he trying to save the rest of his money?

B. Listen and repeat. Then answer the questions.



1. Why is he going to night school?
He dropped out of high school before graduation, and now he wants to make up the work.



2. How many tables does he set at lunchtime?
He sets at least two hundred tables every day at lunchtime.



3. What kind of foods does this grocery store specialize in?
It specializes in Japanese foods.



4. Is she planning to specialize in chemical or electrical engineering?
She's planning to specialize in chemical engineering.



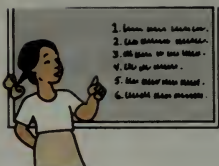
5. Have they set a date for the meeting yet?
Yes, they've set it for Monday, November sixteenth at three o'clock.



6. Why did she set down those packages?
She set them down because they were heavy.



7. Did he spend all his money?
He spent about half of it, but he saved the rest of it.



8. Have you copied all ten sentences?

I've copied six of them, and I'll copy the rest of them at home this evening.



9. Did you have fun last night?

Yes, we had a very good time. We danced until three o'clock in the morning.

C. Dialogue.



(Judy is a waitress at the restaurant where Luis works.)

LUIS: Hi, Judy. All finished for the evening?

JUDY: Oh, Luis! What are you planning to do tonight?

LUIS: Me? I'm on my way home. I need to get some sleep.

JUDY: You can do that any time. Do you like to dance?

LUIS: To dance? Yeah, I danced a lot when I was back home.

JUDY: Some of us are going out tonight. Why don't you come with us?

- LUIS: Oh, I don't know. What are you going to do?
JUDY: We're just going to dance and have a little fun.
LUIS: It sounds nice, but you know it's an effort for me to speak English.
JUDY: You speak it as well as I do. Don't be shy, come with us.
LUIS: And I just have on these old clothes.
JUDY: Oh, that's all right. We're all going just the way we are.
LUIS: It sounds like fun. I really enjoy dancing. But I'm so tired tonight.
JUDY: You'll forget that you're tired after a few minutes. Come on, you'll have a good time.

2. Structure and Pattern Practice

In most cases, negatives are formed by placing *not* after a form of *to be*, after an auxiliary verb, or after *do* or *does* in the present tense and *did* in the past.

She isn't in her office now.
I'm not planning to specialize in electrical engineering.
I can't carry all these packages.
I haven't finished my work yet.
We don't need to take a taxi.
He doesn't like to talk to his passengers.
He didn't finish high school in Puerto Rico.

In conversation and informal writing, the contracted forms are generally used.

No can be used before nouns as a negative. In this case it is often an alternate to *not any*, especially in sentences beginning with *There is/There are*.

There weren't any taxis on the street.
There were no taxis on the street.

There isn't any place to park.
There's no place to park.

With the exception of the introductory adverbial *no*, only one negative is used with each verb in English, regardless of where the negative occurs.

There's no restaurant in our hotel.
Nobody in the office takes a taxi to work.
There's nothing important in the letter.

Never is also a negative.

He never takes a taxi to work.
I've never saved any money.

Some pairs of words are negatively and affirmatively distributed; that is, one is used in affirmative sentences and the other in negative sentences.

There are *some* apartments on this street; there aren't *any* houses.
There are *a lot of* stores in my neighborhood; there aren't *many* stores in his neighborhood.
She drinks *a lot of* milk, but she doesn't drink *much* coffee.
It's *a long way* to the drugstore, but it isn't *far* to the grocery store.
She bought a coat, and she bought a hat *too*; but she didn't buy a sweater, and she didn't buy a scarf *either*.

Negative yes-no questions are formed by placing the auxiliary-*not* contraction before the subject.

Isn't he ready to retire yet?
Couldn't she find a job in Puerto Rico?
Didn't he graduate from high school?
Hasn't the busboy finished setting the tables yet?
Aren't they going to have a good time tonight?
Won't she earn more money in Miami?

The irregular verb *to set - set - set* is introduced in this lesson.

Yeah is a form of *yes* which is widely used in conversation.

Exercises

A. Change these sentences to the negative.

EXAMPLE

He had a good job in Puerto Rico. *He didn't have a good job in Puerto Rico.*

1. I can take a bus to work.
2. He likes to dance.
3. He's going to make up the work at night school.
4. She grew up in the city.
5. It was easy to find a job.
6. He's going to stay with his aunt and uncle.
7. She's chosen her courses for next year.
8. He'll get free meals at the restaurant.
9. He complains about his job.
10. The streets are in good condition.
11. We've set all the tables.
12. They should sell their house.
13. We were having a good time.
14. They spoke Spanish at home.
15. He got a big tip from those passengers.

B. Change *not any* to *no* in these sentences.

EXAMPLE

There aren't any pictures in that book. *There are no pictures in that book.*

1. There weren't any passengers on the bus.
2. There wasn't any mail this morning.
3. There isn't any milk in the refrigerator.
4. I don't have any classes on Wednesday morning.
5. There aren't any stores in my neighborhood.
6. They didn't have any money for new clothes.
7. There weren't any stamps in her desk.
8. There isn't any time to finish all this work.

C. Change these sentences to the negative.

EXAMPLE

She needed some stamps. *She didn't need any stamps.*

1. She got some aspirin.
2. There were a lot of people in the restaurant.
3. He has a lot of work during the dinner hour.
4. It's a long way from his apartment to the restaurant.
5. They needed some more busboys too.
6. He gets a lot of big tips.
7. He washed the windshield too.
8. There was a lot of traffic this morning.
9. I needed some gasoline.
10. She sent me a postcard too.
11. They have a long way to go to the hotel.
12. There were some pretty girls in the neighborhood.

D. Change these sentences to negative yes-no questions.

E X A M P L E

They can take a taxi to the theater. *Can't they take a taxi to the theater?*

1. She'll be able to get a better job in Miami.
2. She comes from Brazil.
3. He dropped out of high school.
4. She wants to study medicine.
5. They should set the tables before the customers arrive.
6. He'll get free meals at the restaurant.
7. There are a lot of people who speak Spanish in both Miami and New York.
8. He's found a job in Miami.
9. He can go back to Puerto Rico this summer.
10. They've sold their house.
11. They had a good time last night.
12. She's a Latin American.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[g] as the *g* in *bag*

bag
lag
tag
log
bug

[k] as the *ck* in *back*

back
lack
tack
lock
buck

B. Listen and repeat.

E X A M P L E

(Teacher) I couldn't find a taxi.

(Students) I couldn't find a taxi.

(Teacher) I couldn't find a taxi.

1. They haven't lived in the city very long.
2. He didn't answer my letter.
3. The sun wasn't shining.
4. They didn't grow up in the city.
5. I haven't had my break.

4. General Practice

Answer these questions.

E X A M P L E

Is he clearing or setting the table?

He's clearing the table.



1. Did she set her books down on the table or the chair?



2. Did he set the table for two people or for four?



3. Did he drop out of high school or college?



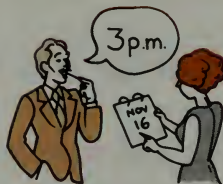
4. What does he do?



5. Is she specializing in science or history?



6. Have they set the time for the meeting at three or four o'clock?



7. When do they have their morning coffee break?



8. What are they going to do tonight?



9. Are they having a good time or a bad time?



10. Some of her books are on her desk. Where are the rest of them?



Lesson

4

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



Henry and Sandra are a young married couple. They moved to New York recently. They rented an apartment in a large building near Central Park. Their apartment has a living room, a dining room, a kitchen, two bedrooms, and a bathroom. From the windows in the living room, they have a view of the trees in the park.

1. Who are Henry and Sandra?
2. What did they do recently?
3. Where did they rent an apartment?
4. What rooms does their apartment have?
5. What kind of view do they have from the windows in the living room?



Both Henry and Sandra have jobs. Hank—Henry's nickname—works in a bank downtown in the financial district. He uses the subway to go to work. It takes him about half an hour to get to his office. There is a subway stop near the apartment building.

6. Does only Henry have a job?
7. What is Henry's nickname?
8. Where does he work?
9. How does he go to work?
10. How long does it take him to get to his office?
11. Where is there a subway stop?



Sandra works in an architect's office. She got a degree in architecture in college. Someday she's going to have her own office. Now she's getting the experience that she needs. She draws the plans for the buildings and houses that her boss designs.

12. Where does Sandra work?
13. What kind of degree did she get in college?
14. What's she going to have someday?
15. What's she getting now?
16. What does she do?



Both Hank and Sandra grew up in small towns. They miss their homes and their families. They are glad that they found an apartment that's located near the park. They like to see trees and grass and flowers. There are also many activities available in the park. Hank and Sandra often ride their bicycles in the park to get exercise and fresh air.

17. Where did Hank and Sandra grow up?
18. What do they miss?
19. Why are they glad?
20. What do they like to see?
21. Is there anything to do in the park?
22. What do Hank and Sandra often do?



Many young people like Hank and Sandra enjoy living in New York. There are always exciting things to do. They can go to the theater, to concerts, and to museums any time. They also have a lot of friends, so they go to parties once or twice a week.

23. What do many young people enjoy?
24. What is there to do in New York?
25. Where can Hank and Sandra go any time?
26. Why do they go to parties once or twice a week?

B. Listen and repeat. Then answer the questions.



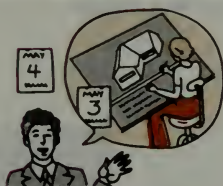
1. Who have you invited to the party?
I've invited Steve and Laura, Hank and Sandra, and several other married couples.



2. What's a nickname?
It's a short or familiar name, like Hank for Henry or Sue for Susan.



3. What does she do at work?
She draws plans for houses and buildings.



4. What did she draw yesterday?
Yesterday she drew the plans for a house.



5. What have you drawn?
I've drawn a picture of the children.



6. What can you do in the park?
There are a lot of sports activities available in the park.



7. Is there a lot to do in New York?
Yes, there are hundreds of different cultural activities available in New York.



8. How often have you seen Sandra?
I've seen her just once. That was at a big party.



9. How often do the letter carriers deliver the mail?
They deliver it twice a day, once in the morning and once in the afternoon.



10. Why do you want to go to the art galleries?
I want to take a look at the new paintings that they're showing.

C. Dialogue.



- HANK: Do you have any plans for the weekend?
38 SANDRA: Well, do you want to have a picnic in the park Saturday?

- HANK: That's a good idea. And we can ride our bikes for a while too.
- SANDRA: Then there's the party.
- HANK: Party? What party?
- SANDRA: Have you forgotten? Mark and Tina invited us for dinner Saturday night.
- HANK: I had forgotten. What time will we get home, do you think?
- SANDRA: Probably late. Tina wants to go out after dinner to a place where we can dance.
- HANK: Then we'll sleep all day Sunday.
- SANDRA: Oh, not all day. Don't you have something special that you want to do on Sunday?
- HANK: We talked about going to that new movie.
- SANDRA: Oh, yes! We can go in the evening. There are some new paintings at the art gallery that I want to take a look at in the afternoon.
- HANK: It sounds like a busy weekend.
- SANDRA: Our weekends are always busy. But that's why I like New York—there's always so much to do!

2. Structure and Pattern Practice

Questions asking for specific information are formed with the question words *who*, *what*, *when*, *where*, *how*, *why*, *which*, and *whose*.

Who, *what*, and *which* can be used to ask questions about the subject of the sentence. In this case, the word order of the question is the same as in affirmative statements.

Tina invited us to a party.

Who invited us to a party?

Their apartment is near the park.

What's near the park?

He has two books. *The red one* is his math book.

Which is his math book?

When *who* or *what* is the subject of the sentence, the verb is generally in the singular.

Who *does* the dishes every night?

Hank and Sandra *do* the dishes every night.

What *is* on the kitchen table?

The clean dishes *are* on the kitchen table.

In other question word questions, the word order is the same as in yes-no questions except that the question word begins the sentence.

They have a coffee break *at ten*.

Do they have a coffee break *at ten*?

When do they have a coffee break?

I saw her *at an art gallery*.

Did you see her *at an art gallery*?

Where did you see her?

What, *which*, and *whose* can all be used before nouns, and *how* can be used before adjectives and adverbs.

How many grandchildren does he have?

How long did they stay in New York?

What time are they going to leave?

What kind of work does she do?

Which subject do you like best?

Whose book did you borrow?

Whom is the object form of *who*. It is no longer much used in conversation, but appears in formal writing and speech. For example:

Whom have they invited to their party?

With whom did they stay when they were in New York?

The usual conversational equivalents would be:

Who have they invited to their party?

Who did they stay with when they were in New York?

Note that when the preposition comes first, *whom* is customarily used.

They were listening to their teacher.

To whom were they listening?

The irregular verb *to draw - drew - drawn* is introduced in this lesson.

Bike is a short form for *bicycle*.

Once means *one time* and *twice* means *two times*.

Letter carrier is the official name for a person who delivers mail for the post office. *Mailman* is also commonly used.

Exercises

A. Change these sentences to questions beginning with *who* or *what*. The answer is in italics.

E X A M P L E

Sociology is their first class every day. *What's their first class every day?*

1. *Hank and Sandra* have a view of the park.
2. *The bus* stops near his office.
3. *The children* wanted to go to a movie.
4. *The bread* is in the kitchen.
5. *My sister* visited me last month. (you)
6. *The boss* wrote these letters.
7. *The salesman* attended the meeting.
8. *The two parties* were a lot of fun.

B. Change these sentences to yes-no questions first and then to question word questions. The answer is underlined.

E X A M P L E

They stayed at a hotel. *Did they stay at a hotel? Where did they stay?*

1. He went to the doctor because he felt sick.
2. I found the stamps in my desk. (you)
3. She travels all over the country by airplane.
4. He came to Miami to find a job.
5. I borrowed Hank's bike. (you)
6. She moved to New York in February.
7. I fixed my record player. (you)
8. They can get to their offices by subway.
9. They found an apartment near the park.
10. They're going to have a picnic on Saturday.

C. Change these sentences to questions with question words. Use the question words given in parentheses.

E X A M P L E

It's ten blocks to the hotel. *How far is it to the hotel? (how far)*

1. She was driving fifty miles per hour. (how fast)
2. The second semester begins in February. (what month)
3. I found Mike's notebook. (whose notebook) (you)
4. They have Saturday and Sunday off. (which days)
5. I go to the movies twice a week. (how often) (you)
6. I was ten minutes late yesterday morning. (how late) (you)
7. She bought two dresses last week. (how many)
8. You can see your adviser Tuesday. (what day) (I)
9. His shift begins at two o'clock. (what time)
10. It rained a lot last week. (how much)
11. It takes him an hour to walk to work. (how long)
12. Her office is on the forty-third floor. (which floor)
13. They live in the sixth house from the corner. (which house)

- 14. He's come to fix my typewriter. (whose typewriter)
- 15. He's put his wife's picture on his desk. (whose picture)

D. Change these sentences to questions with *whom*. If *whom* is the object of a preposition, begin the question with the preposition.

E X A M P L E

The boss is talking to a secretary. *To whom is the boss talking?*

1. He met his wife at the party.
2. They visited their aunt when they came to New York.
3. I sent a postcard to my cousin. (you)
4. He's going to borrow the book from his friend.
5. He asked the lawyer to write a report.
6. She received a letter from her husband.
7. She's shown the report to all the sales people.
8. She's waiting to see Mr. Wilson.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[d] as the *d* in *ride*

bad
fad
sad
hid
wed
nod
bud
side
ride
rode
mood

[t] as the *t* in *right*

bat
fat
sat
hit
wet
not
but
sight
right
wrote
moot

B. Listen and repeat.

E X A M P L E

(Teacher) What time will he get home?

(Students) What time will he get home?

(Teacher) What time will he get home?

1. How long have you been in school?
2. Where did you put your books?
3. When did the class begin?
4. Who wrote this letter?
5. Why have they gone to the park?

4. General Practice

Ask a question with a question word about each of these pictures.

E X A M P L E

What time does class begin?



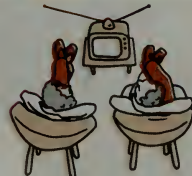
1. _____ ?



2. _____ ?



3. _____ ?



4. _____ ?



5. _____ ?



6. _____ ?



7. _____ ?



8. _____ ?



9. _____ ?



10. _____ ?



Lesson

5

REVIEW

1. Review of Structure and Pattern Practice

A. Arrange the words or expressions in parentheses into affirmative statements.

E X A M P L E

(to visit) (next weekend) (my friends) (I'm going) *I'm going to visit my friends next weekend.*

1. (they) (their bicycles) (to ride) (in the park) (like)
2. (from her job) (she's) (experience) (a lot of) (getting)
3. (her) (I) (at a party) (met)
4. (to move) (going) (to Florida) (they're)
5. (the passengers) (picked up) (at the airport) (he)
6. (friends) (they) (in Florida) (a lot of) (have)
7. (are) (busboys) (three) (in the restaurant) (there)
8. (a letter) (me) (writes) (every month) (she)
9. (a picnic) (we're) (in the park) (to have) (on Saturday) (going)
10. (invited) (us) (Saturday night) (they) (to a party)

B. Add the expressions in parentheses to these sentences.

E X A M P L E

He gave a present for her birthday. (his wife) *He gave his wife a present for her birthday.*

1. She explained the lesson yesterday. (to the students)
2. She bought the newest best sellers. (herself)
3. She got some envelopes from the supply room. (for her boss)
4. I taught the new words last week. (them)
5. I asked him to lend his bike. (me)
6. She wants to show some pictures. (you)
7. He gave a big tip. (to the taxi driver)
8. I'm going to show this report right now. (to the boss)

C. Change these sentences to yes-no questions. Then give the affirmative short answer.

E X A M P L E

It's going to be warm and sunny. *Is it going to be warm and sunny?*
Yes, it is.

1. I grew up in a small town. (you)
2. They stayed in New York for a week.
3. The stores will be closed tomorrow.
4. She can get a lot of experience in that job.
5. They've looked at a lot of apartments.
6. He works in a bank.
7. You should give the driver a tip. (I)
8. They live near the park.
9. There are a lot of Latin Americans in this neighborhood.
10. The streets are in bad condition.

D. Change these sentences to the negative.

E X A M P L E

I went to work today. *I didn't go to work today.*

1. I've talked to my adviser.
2. She's planning to look for another job.
3. She wants to become an architect herself.
4. They can go to the movie on Sunday morning.
5. You should study all night.
6. I'll be able to park on the street.
7. They like to go sightseeing.
8. He's making an effort to learn English.
9. The weather was very pleasant.
10. We had a good time last night.

E. Change *not any* to *no* in these sentences.

E X A M P L E

There aren't any places to park on the street. *There are no places to park on the street.*

1. There isn't any space in the garage.
2. There isn't any dining room in their apartment.
3. There wasn't any traffic this morning.
4. There aren't any factories in the suburbs.
5. There weren't any customers in the restaurant.
6. She doesn't have any experience with that kind of work.

F. Change these sentences to the negative.

E X A M P L E

He has a lot of experience. *He doesn't have much experience.*

1. I have a bicycle too.
2. They eat a lot of bread.
3. He studied sociology too.
4. I've written a lot of letters this week.
5. She's going to buy some oranges.
6. She's going to buy some apples too.
7. It's a long way to the subway stop.
8. They handle a lot of correspondence.

G. Change these sentences to negative questions. Then give the negative short answer.

E X A M P L E

He works in a store. *Doesn't he work in a store? No, he doesn't.*

1. It's exciting to live in a small town.
2. They grew up in the city.
3. I've visited New York twice. (you)
4. The city is located near a lake.
5. He always works the evening rush hour.
6. She drew the plans herself.
7. He can choose his own hours.
8. There are three shifts at the factory.
9. He'll stay in school until he graduates.
10. They have a coffee break at ten o'clock.

H. Change these sentences to questions with question words. Use the question word given in parentheses.

E X A M P L E

Their apartment is near the park. (where) *Where is their apartment?*

1. They're going to leave on Tuesday. (when)
2. She's been in the same office for five years. (how long)
3. He was riding his brother's bicycle. (whose)
4. The architect drew the plans. (who)
5. They're thinking about selling their car. (what)
6. It's five miles to his office. (how far)
7. My bicycle can go forty miles per hour. (how fast) (your)
8. They like trees and flowers because they grew up in a small town. (why)
9. She read my term paper to the other students. (whom)
10. He likes to travel by plane. (how)
11. She received six letters last week. (how many)
12. He took Sandra to the concert. (whom)

2. General Practice

A. Answer these questions with both a negative and an affirmative statement.

E X A M P L E

Did they grow up in a big city or in a small town?

They didn't grow up in a big city.

They grew up in a small town.



1. Did she study art or science in college?



2. Are they going to have dinner in a French or a Chinese restaurant?



3. Have they sold their car or their house?



4. Does he work a day or a night shift?



5. Did he pick up his passengers at a hotel or a theater?



6. Do they have their coffee break at ten o'clock or eleven o'clock?



7. Will she take a bus or a taxicab to work?



8. Will the store close at six or six thirty?



B. Ask a question with a question word about each of these pictures.

E X A M P L E

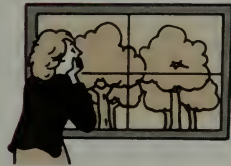
Where did they grow up?



1. _____ ?



2. _____ ?



3. _____ ?



4. _____ ?



5. _____ ?



6. _____ ?



7. _____ ?



8. _____ ?



1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



Many Americans work for city governments. There are office workers, fire fighters, police officers, and sanitation workers—the people who collect garbage and clean the streets. Most people think that city jobs are good. City workers are well paid, and when they retire, they get a pension. In other words, city jobs usually offer security for life.

1. Who do many Americans work for?
2. What are some of the jobs?
3. What do most people think about city jobs?
4. How well are city workers paid?
5. What happens when they retire?
6. What do city jobs usually offer?



Tim O'Malley is an employee of the city of Chicago. He's one of almost 5,000 fire fighters there. Fire is a major problem in a big city. Nobody in the fire department can forget that a large part of Chicago burned down in the great fire of 1871. Modern fire fighters try to prevent anything like that from happening again.

7. Who is Tim O'Malley?
8. What does he do?
9. What is a major problem in a big city?
10. What can nobody in the fire department forget?
11. What do modern fire fighters try to do?



Tim is on duty eight hours every day. During his shift, he eats and sleeps at the firehouse. The fire fighters have to be ready to answer an alarm at any hour of the day or night. Most of the alarms are for small fires that the men can put out in a few minutes. There are also a few false alarms—when the fire fighters arrive and find that there isn't any fire at all.

12. How long is Tim on duty every day?
13. What does he do during his shift?
14. What do the fire fighters have to be ready to do?
15. What kind of alarms do they usually answer?
16. What other kind of alarms are there?



Big fires are very dangerous. Most of the time, the greatest danger comes from smoke. Sometimes, however, fire fighters have to enter burning buildings in order to rescue the people inside. They are often hurt while they are saving lives.

17. What kind of fires are very dangerous?
18. What does the greatest danger come from?
19. What do fire fighters sometimes have to do?
20. Why do they have to enter burning buildings?
21. What often happens to fire fighters?



Tim is twenty-six years old, and he has been a fire fighter for five years. He got married a year ago. His wife Nora worries that he may be hurt or even killed, but Tim isn't going to quit his job. He's proud of himself and his service. He always says that the job isn't dangerous as long as he can stay in good physical condition. He does exercises every day to stay strong.

22. How old is Tim?
23. How long has he been a fire fighter?
24. What does Nora worry about?
25. Why isn't Tim going to quit his job?
26. What does he always say about his job?
27. What does he do every day?

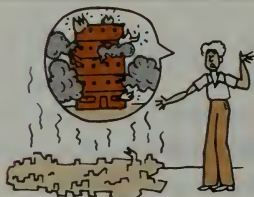
B. Listen and repeat. Then answer the questions.



1. When is the fire fighter on duty this week?
He's on duty at night, from midnight to eight in the morning.



2. What did they use to put out the fire?
They used water to put it out.



3. Was it a bad fire?
Yes, very bad. The building burned down to the ground.



4. What does he do at work?
His duties include checking and ordering office supplies.



5. How does she feel about being married to a fireman?
She's proud of him but she thinks his work is dangerous.



6. What will happen when she quits her job?
When she quits her job, she'll get a pension.



7. Why does she do exercises all the time?
She does exercises because she wants to stay in good physical condition.



8. Why did he quit his job?
He quit it because it was too dangerous.



9. Why has he quit school?
He's quit school because he feels that he hasn't learned anything useful there.

C. Dialogue.



NORA: Oh, Tim! What happened to you?

TIM: It isn't anything serious.

NORA: It's serious enough for you to be in the hospital.

TIM: Just a little too much smoke. I'll be back home this evening.

NORA: How did it happen?

TIM: I had to go into a house that was on fire. There was still someone inside.

NORA: Did you get him out?

- TIM: It was a little girl. Yes, I got her out.
NORA: But there was a lot of smoke?
TIM: Yes, a lot. I had some trouble breathing, so they sent me here just for the doctors to take a look at me.
NORA: And now you'll tell me that it's all part of the job.
TIM: Well, it is. You shouldn't worry all the time.
NORA: But I do. I hope that you'll quit now.
TIM: Quit? No, not because of a little smoke. I'm really all right.

2. Structure and Pattern Practice

Direct speech reports the exact words of a speaker.

"I'll be back home this evening," he said.

When the words of a speaker are reported, we use indirect speech.

He said that he'd be back home that evening.

The reported, indirect statement, called an object clause, often follows the word *that*. In the sentence pairs below, note how each direct statement is changed into indirect speech.

"I have to go back into the house," he said.

He said that he had to go back into the house.

"I'm not going to quit because of a little smoke," he said.

He said that he wasn't going to quit because of a little smoke.

Sometimes *that* is omitted.

He said that he'd had some trouble breathing.

He said he'd had some trouble breathing.

Pronouns and possessive adjectives must be changed in many cases.

"We enjoyed our trip around the island," she told me.

She told me that they'd enjoyed their trip around the island.

He said, "It's going to snow here this evening."

He said that it was going to snow there that evening.

"What time will you be on duty tomorrow?" her husband asked her.

Her husband asked her what time she would be on duty the next day.

The verb tenses also change. When the main verb—to say, to tell, to answer, etc.—is in the past, the verb in the object clause changes into the past. Tense changes from direct to indirect speech follow this pattern:

Present	Past
Present Perfect	Past Perfect
Past	Past Perfect
Present Continuous	Past Continuous
<i>will</i>	<i>would</i>
<i>can</i>	<i>could</i>
<i>may</i>	<i>might</i>
<i>is/am/are going to</i>	<i>was/were going to</i>

Object clauses also occur at other times. They follow many verbs such as *to think, to hear, to know, to believe, to hope, to remember, to understand, to mean, to forget*, and so on.

She thinks that she'll get a job in a restaurant.

He knows that her job is dangerous.

I hear that they've been invited to a party.

He remembers that her birthday is on Sunday.

If these sentences are in the past, the tense changes are the same as for indirect speech. When the first verb is in the past, the second is also customarily a past form.

She thought that she'd get a job in a restaurant.

He knew that her job was dangerous.

I heard that they'd been invited to a party.

He remembered that her birthday was on Sunday.

Fire fighters can also be called *firemen* or *firewomen*.

Police officers can also be called *policemen* or *policewomen*.

The irregular verb *to quit* - *quit* - *quit* is introduced in this lesson. 59

Exercises

A. Change these sentences to the past.

E X A M P L E

They think he has good experience in art and architecture. *They thought he had good experience in art and architecture.*

1. He hopes that he'll be able to choose his own hours.
2. They think that the work is going to be finished in a month.
3. She says that it may rain today.
4. I think we can put out the fire in a few minutes.
5. She thinks that they chose her because of her experience in accounting.
6. He says he wants to see the pictures at the art gallery.
7. I hear that they've installed the computer.
8. I think that they're going sightseeing today.
9. She says that she belongs to a book club.
10. He says that the fire fighters answered another false alarm.

B. Changes these direct statements to indirect statements.

E X A M P L E

"We like Florida," she said. *She said that they liked Florida.*

1. "The streets are in bad condition," he complained.
2. "I studied art and architecture in college," she told me.
3. "I am carrying a book with me," she said.
4. "The traffic was very bad during the evening rush hour," he told his wife.
5. "I can't go to a movie tonight," he told her.
6. "I've sold my car," she told me.
7. "The book is about the life of a famous woman," he said.
8. "We're going to the theater tonight," she told him.
9. "It will only take me ten minutes to get ready," he said.
10. "I'm ordering the supplies today," he told me.
11. "It's a lot easier to take a taxi," she said.
12. "We have a lot of friends in Florida," he said.
13. "You don't need to keep on working," she told him.

14. "They can come and visit us every winter," she said.
15. "I'm going back to the apartment to get some sleep," he said.
16. "I've met some very pretty girls," he told me.

C. Change these indirect statements to direct statements.

E X A M P L E

She said that she liked New York. *"I like New York," she said.*

1. She told him that she was going to the store.
2. He said that he needed some sleep.
3. He told his friend that the women were Puerto Ricans.
4. She told me that she wanted to become an architect.
5. The man at the garage said that he couldn't fix the car.
6. She said that there had been someone in the burning building.
7. He said that he'd read the book.
8. She said that she liked to go sightseeing.
9. He said that he'd returned all the books to the library.
10. She said that she might work through the evening rush hour.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[s] as the *s* in *see*

see
so
sip
sell
seat
same
suit
said
sign
sort

[ʃ] as the *sh* in *she*

she
show
ship
shell
sheet
shame
shoot
shed
shine
short

B. Listen and repeat.

EXAMPLE

(Teacher) I haven't looked at it.

(Students) I haven't looked at it.

(Teacher) I haven't looked at it.

1. They didn't listen to me.
2. He hasn't talked to her.
3. She hadn't heard about it.
4. He didn't tell me about it.
5. They gave it to me.

4. General Practice

Answer these questions.

EXAMPLE

What are they saying?

They're saying that it's going to rain.



1. What did she say?



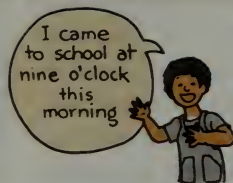
2. What did she say?



3. What did she tell him?



4. What did you say?



5. What did he say?



6. What did she say?



7. What did you say?



8. What did he say?



9. What did he say?



10. What did she say?



Lesson 7

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



Althea Williams is another person who serves the public. She teaches at an elementary school in Atlanta. Public school systems in the United States operate schools which offer classes from kindergarten through the high school level. There are more than two million public school teachers across the country. There are also many public college and university systems.

1. What does Althea Williams do?
2. What kind of school does she teach at?
3. Which class levels do public schools offer?
4. How many public school teachers are there in the United States?
5. What other kinds of public schools are there?



Althea has a third grade class this year, with children who are eight or nine years old. She teaches reading, writing, and arithmetic. She uses reading to introduce the children to history and other subjects. Althea gives the children a lot of work, but she also teaches them good work habits. In return for their hard work, she tries to make interesting lessons for each subject.

6. What class level does Althea have this year?
7. How old are her students?
8. What does Althea teach?
9. How does she use reading?
10. What else does she teach them?
11. What does Althea do in return for her students' hard work?



Many of Althea's students, like herself, come from the local black community. Often the parents are poor or have been poor, and they want to make sure that their children get a good education. They work very hard to improve their children's chances to lead a better life.

12. Where do many of Althea's students come from?
13. How is Althea like her students?
14. What is the financial situation of the parents?
15. What do they want for their children?
16. What do the parents want to improve?



Althea herself had to work hard to become a teacher. She got a lot of help from her parents and the other members of her family. Her mother and father operated a shoe repair service, and her older sister worked as a waitress. Together they earned enough money to keep Althea in school. Althea was a good student, so she was able to get a scholarship to study at a university. She always felt that she wanted to be a teacher, and she has become a good one.

17. Did Althea herself have an easy time?
18. Who did she get a lot of help from?
19. What kind of work did her parents do?
20. What did her older sister do?
21. How did being a good student help Althea?
22. What did she always feel she wanted to be?
23. What has she become?



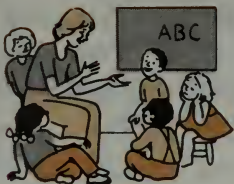
Althea sometimes gets to school as early as eight o'clock. Classes don't start until nine, but she uses the extra hour to complete her work before classes begin. She also uses the time to talk to parents who can't come to see her in the afternoon. At lunchtime she usually eats with the children to make sure that they get a proper meal. After school, she corrects homework or makes out lesson plans for

the next day. It's a busy life, but Althea is happy because she feels that she's helping her children.

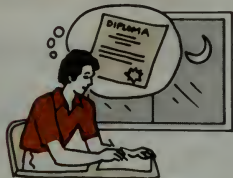
24. When does Althea sometimes get to school?
25. What time do classes start?

27. How else does she use this time?
28. What does she usually do at lunchtime?
29. What does she do after school?
30. Why is Althea happy?

B. Listen and repeat. Then answer the questions.



1. What's a kindergarten?
It's a class for children four or five years old who are too young to be in first grade.



2. Why does he want to go to night school?
He wants to have the chance to learn new skills and finish his high school education.



3. Where does this road lead?
It leads over that bridge to another part of the city.



4. What kind of life has she led?
She's led a very busy and useful life.



5. Did the fire fighter rescue the people who were in the building?
Yes, he did. There was a lot of fire and smoke, but he led them out of the building to safety.



6. Do his parents both work?
His mother works, and his father is trying to find a job.



7. Do you have a lot of relatives?
I have a sister and a brother,
several aunts and uncles, and a
lot of cousins.



8. What did her scholarship include?
It paid for all of her tuition and
her textbooks, and most of her
other expenses.



9. When do the factory workers get
paid?
They get paid every Friday
afternoon.



10. How does the factory make out
the checks?
It makes them out by computer.

C. Dialogue.



- ROSETTA: You're late. Are you ready to leave?
- ALTHEA: In a minute or two. I was making out lesson plans, and then the father of one of my students came in.
- ROSETTA: Trouble?
- ALTHEA: He wanted to know why his daughter wasn't reading better.
- ROSETTA: What did you tell him?
- ALTHEA: The truth, of course. Her health is part of the problem. She's absent too often, and when she does come to class, she can't concentrate.
- ROSETTA: What's the matter with her?
- ALTHEA: I'm not sure why she gets sick so often.
- ROSETTA: Did you ask the father?
- ALTHEA: Yes, but he isn't sure either, even though he's taken her to the doctor.
- ROSETTA: Is there anything you can do to help the girl?
- ALTHEA: I sent some work that her father can help her with at home. But what about you? You're here late too.
- ROSETTA: Oh, I was doing the usual things—correcting homework and making out lesson plans.
- ALTHEA: Well, let's go now. It's been a long day.

2. Structure and Pattern Practice

Questions also appear in indirect speech. In the sentences below note how questions which ask for a *yes* or *no* answer are changed into indirect speech. Either *whether* or *if* introduces the indirect question.

"Is she getting the proper food?" he asked.
 He asked whether she was getting the proper food.
 He asked if she was getting the proper food.

"Do you know how to play the piano?" she asked me.
 She asked whether I knew how to play the piano.
 She asked if I knew how to play the piano.

Or not can be used with *whether*, and appears either directly following *whether* or at the end of the clause.

He asked whether or not she was getting the proper food.
 He asked whether she was getting the proper food or not.

She asked me whether or not I knew how to play the piano.
She asked me whether I knew how to play the piano or not.

He asked me whether or not I was ready to go.
He asked me whether I was ready to go or not.

When a question word (*who, why, where, how, etc.*) is used, that word introduces the indirect speech.

"When will you be ready?" he asked me.
He asked me when I'd be ready.

"Where do you come from?" she asked her.
She asked her where she came from.

"What are you going to tell the boy's parents?" I asked her.
I asked her what she was going to tell the boy's parents.

Note in the sentences below that indirect questions use the same word order as statements.

"When does he make out his lesson plans?" I asked.
I asked when he made out his lesson plans.
He makes out his lesson plans after school.

"Has he had lunch?" I asked.
I asked whether he'd had lunch.
He's had lunch.

Note also that the patterns for sequence of tense are the same for indirect questions and indirect statements. See p. 59 for a list of the tense changes.

"What time will you be ready to leave?" they asked me.
They asked me what time I'd be ready to leave.
I said that I'd be ready to leave in five minutes.

"How long have you been a teacher?" she asked him.
She asked him how long he'd been a teacher.
He said that he'd been a teacher for ten years.

The irregular verb *to lead - led - led* is introduced in this lesson.

Exercises

A. Change these direct questions to indirect questions. Use *whether*.

E X A M P L E

"Is she absent a lot?" he asked. *He asked whether she was absent a lot.*

1. "Is your daughter getting the proper food?" I asked him.
2. "Can the students get a good meal at lunchtime?" they asked me.
3. "Will the scholarship pay for your textbooks?" I asked her.
4. "Are you going to explain the lesson to us?" the students asked him.
5. "Does he teach reading, writing, and arithmetic?" I asked.
6. "Will you get a pension when you retire?" I asked her.
7. "Do you have a third grade class this year?" I asked him.
8. "Has he decided to quit his job or not?" she asked.
9. "Do you operate a computer?" they asked her.
10. "Do you usually like to go sightseeing?" she asked him.
11. "Are there a lot of activities available in the city?" I asked.
12. "Was it another false alarm?" they asked him.
13. "Did they have trouble putting out the fire?" he asked.
14. "Did the building burn down?" I asked her.
15. "Has my husband been hurt?" she asked.

B. Change these direct questions to indirect questions.

E X A M P L E

"When did you do the homework?" I asked him. *I asked him when he'd done the homework.*

1. "Where did you grow up?" he asked her.
2. "Why are you so shy?" she asked me.
3. "What did you eat for lunch?" the teacher asked him.
4. "Why have you dropped out of school?" he asked his daughter.
5. "What kind of experience have you had?" they asked him.
6. "What did you study in college?" I asked her.
7. "How did your father help you?" I asked her.

8. "Where can we ride our bicycles?" we asked the police officer.
9. "What time will the store close?" he asked.
10. "What time are we going to have our coffee break?" I asked them.
11. "When are you going to retire?" I asked her.
12. "Why didn't you shave this morning?" his wife asked him.
13. "Why does he complain about his job?" I asked his wife.
14. "What time will you be on duty next week?" his wife asked him.
15. "How long have you been a fire fighter?" they asked her.

C. Change these indirect questions to direct questions.

E X A M P L E

He asked where they were going to install the computer. *"Where are they going to install the computer?" he asked.*

1. I asked her when the teacher would explain the lesson.
2. He asked why they had chosen Dick for the job.
3. I asked her whether she had gotten a scholarship.
4. They asked me whether I liked to watch movies on TV.
5. She asked me whether we had a view of the park from our apartment.
6. I asked him whether he'd thrown away the Sunday newspaper.
7. She asked me what time it was.
8. I asked him whether his daughter was getting the right kind of food.
9. I asked her why she was going to the drugstore.
10. I asked him whether he liked his new neighborhood or not.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[s] as the s in *this*

sue
seal
sip
sink
peace
hiss

[z] as the z in *is*

zoo
zeal
zip
zinc
peas
his

price
dice
ice
place

prize
dies
eyes
plays

B. Listen and repeat.

E X A M P L E

(Teacher) I did order the supplies.

(Students) I did order the supplies.

(Teacher) I did order the supplies.

1. I am hurrying.
2. I have done my homework.
3. The bus does stop here.
4. I do understand the lesson.
5. I did talk to her father.

4. General Practice

Answer these questions.

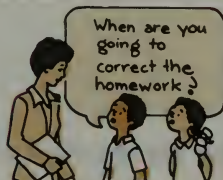
E X A M P L E

What did he ask?

He asked whether there was a lot of correspondence.



1. What did she ask him?



2. What did they want to know?

3. What did she ask?



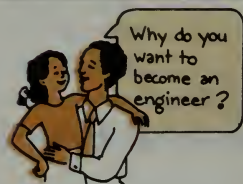
4. What did he want to know?



5. What did she ask him?



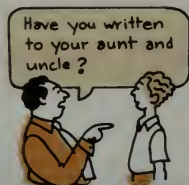
6. What did he ask her?



7. What did she ask?



8. What did he ask him?



9. What did she want to know?



10. What did he ask the fire fighter?



Lesson 8

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



The top officials in many city governments are elected by the people. They run for office every two or four years. The elections are held the first week of November. Rosa Acevedo is a candidate for office in Houston this year. If she wins the election, she will represent her district on the City Council. The Council makes the laws for the city.

1. How do the top officials in many city governments get their jobs?
2. How often do they run for office?
3. When are the elections held?
4. Who is Rosa Acevedo?
5. What will she do if she wins the election?
6. What does the City Council do?



Like many other American politicians, Rosa Acevedo is a lawyer. She has always been interested in politics. After she graduated from law school, she joined a political club. For several years, as a member of that club, she helped other politicians who were running for office. This year, she is trying to win an election herself.

7. What kind of work does Rosa Acevedo do?
8. How long has she been interested in politics?
9. What did she do after she graduated from law school?
10. What did she do as a member of a political club?
11. What is she trying to do this year?



Rosa is very busy during the months before the election. She has frequent meetings with the people who are backing her. She also has to speak to the voters as often as she can. She spends a lot of time walking around her district, shaking hands with everyone she meets.

12. Does Rosa have a lot of free time during the months before the election?
13. What does she do during that time?
14. What else does she have to do?
15. How does she spend a lot of her time?



There are a number of different groups of people in Rosa's district. Many of them, like Rosa herself, have a Mexican background. She speaks to them in Spanish, but she uses English in the rest of her speeches. A lot of the other voters in her district are blacks, and there are also some voters with German and Italian backgrounds. Rosa must appeal to all of them to win the election.

16. Is there only one group of people in Rosa's district?
17. What kind of background do many of them have?
18. What language does she use when she speaks to them?
19. What language does she use in the rest of her speeches?
20. Are there any black voters in her district?
21. What kind of backgrounds do some of the other voters in her district have?
22. Why must Rosa appeal to all of them?



Rosa is still very young; she is also a very ambitious woman. She hopes that the City Council will be only the beginning of her political career. She's already making plans to run for Congress. If she wins the Congressional election, she will go to Washington to represent her local voters.

23. Is Rosa young or old?
24. What kind of woman is Rosa?
25. How does she feel about representing her district on the City Council?
26. What is she planning to do next?
27. Where will she work if she wins a Congressional election?

B. Listen and repeat. Then answer the questions.



1. What do people do when they're introduced to each other?
They usually shake hands with each other.



2. How many people did the candidate shake hands with at the rally?
She shook hands with more than a thousand people at the rally.



3. Why does she go out and shake hands with so many people?
She wants to meet as many people as possible so she can win the election.



4. What will she do after she's won the election?
After she's won this election, she'll start running for another office.



5. Does she think that she'll win the election?
She hopes so. She's tried to meet and talk to as many of the voters as she can.



6. How many people has she shaken hands with today?
She's shaken hands with more than a hundred people today.



7. Why did she win the election?
She won the election because a lot of voters became familiar with her face on television.



8. What does he want to do after graduation?
He'd like to study to become an architect.



9. What do you want to do on Saturday?
I'd like to have a picnic in the park.

C. Dialogue.



(Jim Pollard, Rosa's campaign manager, is in charge of her schedule.)

- JIM: Are you ready yet?
ROSA: I'll be ready in a couple of minutes.
JIM: We have to be at the hotel in fifteen minutes.
ROSA: Do I have to make a speech tonight?
JIM: Just a short one, after dinner.

ROSA: What about television? Will they have cameras there?

JIM: I certainly hope so. I'd like to see you on every news program in town tonight.

ROSA: Is the dinner the only thing on our schedule for tonight?

JIM: No, there's a rally afterwards.

ROSA: That means that I'll have to shake hands with hundreds of people.

JIM: That's how the voters get to know you.

ROSA: I never thought it was such hard work to run for office.

JIM: It's only two more weeks until the election.

ROSA: I'll be glad when it's over. I'd like a good night's sleep more than anything else right now.

2. Structure and Pattern Practice

Commands and requests can also appear in indirect speech. When the direct speech is a command, the direct speech most frequently uses the verb *to tell* followed by a noun or pronoun and an infinitive.

"Send the letters out right away," she said to her secretary.
She told her secretary to send the letters out right away.

"Copy the sentences into your notebooks," he said to the students.

He told the students to copy the sentences into their notebooks.

Requests are polite commands because they ask, rather than tell, someone to do something. When the direct speech is a request, the indirect speech most frequently uses the verb *to ask* followed by a noun or pronoun and an infinitive.

"Please think about retiring," he said to her.
He asked her to think about retiring.

"Please draw another picture for us," the children said to her.

The children asked her to draw another picture for them.

Negative commands or requests use a command or request verb (*to tell, to ask, etc.*) followed by a noun or pronoun, *not*, and an infinitive.

"Don't throw away the sports section," she told him.
She told him not to throw away the sports section.

"Please don't set the table yet," I said to him.
I asked him not to set the table yet.

Would like is a polite form of *want*.

Do you want milk or coffee?
I'd like coffee, please.

What would you like to do this afternoon?
I'd like to go sightseeing.

So is often used as a pronoun to take the place of an entire object clause, particularly after the verbs *say, tell, think, hope, and believe*.

Do you think *that there will be a lot of people at the rally*?
Yes, I think *so*.

Are you going to get a good grade in chemistry this semester?
I hope *so*. (I hope *that I will get a good grade in chemistry*.)

The irregular verbs *to win - won - won* and *to shake - shook - shaken* are introduced in this lesson.

Exercises

A. Change these direct commands to indirect commands.

E X A M P L E

"Answer the telephone," she said to her secretary. *She told her secretary to answer the telephone.*

-
- 82 1. "Drink your milk and orange juice," he said to the children.
 2. "Finish all the homework tonight," the teacher told us.

3. "Don't stand near the blackboard," the teacher said to the students.
4. "Don't sit in that chair," I said to her.
5. "Leave the newspaper on the table," she said to him.
6. "Close the door," he said to me.
7. "Take these books back to the library today," she said to me.
8. "Pick up some bread on your way home," he told her.
9. "Call me this evening," he said to me.
10. "Check the oil," she said to the garage attendant.
11. "Don't clear the table now," I said to the busboy.
12. "Show me your new wristwatch," she told him.

B. Change these direct requests to indirect requests.

E X A M P L E

"Please lend me your typewriter," he said to me. *He asked me to lend him my typewriter.*

1. "Please explain the lesson again," they said to the teacher.
2. "Please help me solve this problem," I said to the teacher.
3. "Sit near the blackboard, please," the teacher said to us.
4. "Please don't drop out of school," he said to his son.
5. "Please invite Hank and Sandra to the party," she said to her husband.
6. "Please visit us soon," she said to her parents.
7. "Please don't call me after ten o'clock," I said to them.
8. "Please get ready now," she said to him.
9. "Wash the windshield, please," he said to the filling station attendant.
10. "Please get me a sandwich when you go out for lunch," she said to him.
11. "Please quit your job," he said to his wife.
12. "Please don't walk on the grass," the police officer said to us.

C. Change *want* to *would like* in these sentences.

E X A M P L E

I want to sleep late on Saturday morning. *I'd like to sleep late on Saturday morning.*

1. They want to get to know as many voters as possible.
2. She wants to represent her district in Congress.
3. I want to hear the speech that she's giving tonight.

4. Do you want to visit the museum tomorrow?
5. Where do you want me to put these books?
6. When does he want to go sightseeing?
7. Do you want to invite Hank and Sandra to the party?
8. When do you want them to visit us?
9. Why does he want to become an architect?
10. He wants to choose his own hours.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[s] as the *s* in *sick*

sank
sick
sin
sing
sink
sigh
sought
some
seem

[θ] as the *th* in *think*

thank
thick
thin
thing
think
thigh
thought
thumb
theme

B. Listen and repeat.

E X A M P L E

(Teacher) I haven't seen him.

(Students) I haven't seen him.

(Teacher) I haven't seen him.

1. I didn't throw away the sports section.
2. They won't finish the work this week.
3. I can't stop on my way home.
4. It isn't raining yet.
5. You didn't explain the lesson.

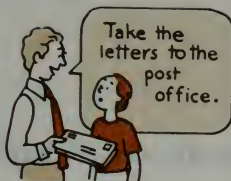
4. General Practice

Answer these questions.

E X A M P L E

What did he tell him to do?

He told him to take the letters to the post office.



1. What did she tell him?



2. What did she tell him to do?



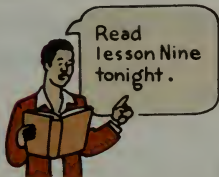
3. What did he ask her to do?



4. What did he tell them to do?



5. What did the teacher tell them to do?



6. What did they tell their children to do?



7. What did she ask him?



8. What did her secretary tell her?



9. What did he ask his adviser?



10. What did he ask him to do?



Lesson 9

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



The richest and most fashionable section of New York City is between Central Park and the East River. Most of the people in this area live in large apartment buildings, but there are a few private houses, too. The area also contains a large number of expensive shops and restaurants.

1. Where is the most fashionable section of New York City?
2. Where do most of the people in this area live?
3. Are there any private houses?
4. Are there any businesses in this area?



Debra Miller has just rented a big apartment in this part of the city. Debra is only thirty-five years old, but she is a very successful young woman. A few years ago, she became the editor of a magazine for other young people like herself. Both Debra and the magazine have made a lot of money.

5. What has Debra Miller just rented?
6. How old is Debra?
7. What kind of young woman is she?
8. What did she become a few years ago?
9. What have both Debra and the magazine done?



Debra is always happy to come home to her apartment. She likes some private time to play the piano and relax. She also likes to have parties on her large terrace, from which there is a wonderful view of the city. The guests at Debra's parties are interesting people who like to listen to music, sing, talk, and have fun.

10. How does Debra feel about coming home?
11. Why does she like to be there by herself?
12. Where does Debra have parties?
13. What do the guests at her parties like to do?



Success has brought Debra the chance to have the possessions she wants. In addition to her piano, she has a car and everything she needs for skiing, tennis, and other activities. She has fallen in love more than once. But she has never gotten married because she enjoys the freedom to do many different things. She enjoys her work, music, and parties, and also likes tennis, skiing, and weekend trips to the mountains or the beach.

14. What has success done for Debra?
15. What possessions does she have in addition to her piano?
16. Has she ever fallen in love?
17. Why has Debra never gotten married?
18. What activities does she enjoy?



In spite of all the good times she has, Debra has to work very hard. She's in her office every morning at nine o'clock. She herself decides on every article that goes into the magazine. She also checks the magazine sales figures and all of the advertising. She works hard because she wants to continue to be successful. It isn't just luck that's responsible for Debra's success.

19. What does Debra do in spite of all the good times?
20. What time does she get to her office every morning?
21. Who decides which articles will go into the magazine?
22. What else does Debra do at work?
23. Why does she work so hard?
24. Is Debra just lucky?

B. Listen and repeat. Then answer the questions.



1. When did he first meet his wife?
He met her and fell in love with her when they were both in college.



2. What does she do at work?
She's responsible for all the advertising that goes into the magazine.



3. Doesn't she work too hard?
In spite of all the work, she finds time to enjoy herself.



4. What does he like to do?
He likes to sing and dance.



5. When do the children fall asleep?
They fall asleep after their father has sung a song to them.



6. Haven't I heard that song before?
You heard the song when I sang it yesterday.



7. Why won't he quit his job?
He won't quit his job now because he's afraid he'll lose his pension.



8. Did she live in a poor neighborhood?
She started out in a poor neighborhood, but she ended up in a rich one.



9. Why did he lose the election?
He lost it because he didn't appeal to the people in his district.



10. What are you looking for?
I'm looking for my pen. I think I've lost it.

C. Dialogue.



(Craig is a guest at one of Debra's parties.)

CRAIG: What are you doing out here alone?

DEBRA: Just looking at the lights. I like to look at the city at night.

- CRAIG: Everybody's standing around the piano and singing.
Don't you want to join us?
- DEBRA: I'd rather stay out here for a few minutes. Look down
there where I'm pointing.
- CRAIG: I don't see anything special.
- DEBRA: That's where I used to live when I was a child.
- CRAIG: What kind of neighborhood was it?
- DEBRA: A very poor one. Everybody was supposed to work hard
and end up with a house in the suburbs.
- CRAIG: But you've ended up with an apartment in the sky.
- DEBRA: Yes, and I don't want to lose it.
- CRAIG: I think that means that all of us had better go home
soon so that you can get a little sleep.
- DEBRA: I do have to be at the office in the morning.
- CRAIG: Tell me, how do you do it, both work and play so hard?
- DEBRA: I don't know. I just like to do both. And I don't need
much sleep.

2. Structure and Pattern Practice

The idiomatic verb phrase *to be supposed to* is used in the present and past tenses to show obligation on the part of the subject to fulfill some promise or requirement. Note that the phrase is passive in form, and the obligation occurs because the subject is expected to perform the indicated action.

He was supposed (by the school) to take physics a year ago.
The children are supposed (by their parents) to arrive next
Saturday.

To be supposed to forms questions and negatives according to the regular patterns for the passive.

Was he supposed to take physics a year ago?
He wasn't supposed to take physics a year ago.
Aren't the children supposed to arrive next Saturday?

The idiomatic verb phrase *used to* describes an action which continued for an extended period of time in the past but which does not take place now.

They used to live in a small town (but they don't now).
I used to work in a bank (but I don't now).

Used to forms questions and negatives according to the regular patterns for the simple past tense.

Did they use to live in a small town?
He didn't use to work in a bank.
Didn't they use to live in a small town?

Note that *used to* is an idiomatic verb phrase. Its meaning is different from the meaning of the verb *to use*.

Another idiomatic verb phrase is *would rather*, which indicates preference. It is followed by the simple form of the verb without *to*.

She prefers to teach kindergarten.
She would rather teach kindergarten.

In questions with *would rather*, the subjects follow *would*.

Would you rather go shopping or sightseeing?
Wouldn't you rather go out than stay at home?

Had better is another idiomatic verb phrase. It indicates that the action is one that is advisable and would be good for a person. It is often used to give a warning.

It would be a good idea for you to see a doctor right away.
You had better see a doctor right away.
I'm warning you: tell the police about this.
You had better tell the police about this.

Had better is seldom used in affirmative questions. In negative questions, *hadn't* comes before the subject.

Hadn't you better join your guests now?

Both *would rather* and *had better* are contracted in normal conversational usage.

She'd rather teach kindergarten.
You'd better see a doctor right away.

In the negative, *not* follows both *would rather* and *had better*.

I'd rather not take my vacation in September.

You'd better not ask to change your vacation.

The irregular verbs *to sing - sang - sung* and *to lose - lost - lost* are introduced in this lesson. *To lose* is an opposite for both *to find* and *to win*.

Exercises

A. Change *should to be supposed to* in these sentences.

Note that *should have* is a past form for *should*.

E X A M P L E

They should attend the rally tonight. *They're supposed to attend the rally tonight.*

They should have attended the rally last night. *They were supposed to attend the rally last night.*

1. She should have sung him another song.
2. You should have told him to come on time.
3. She should check all the advertising in the magazine.
4. He should have taken his vacation in June.
5. The plane should arrive at three o'clock.
6. You should talk to your adviser this week.
7. I should have returned the books to the library.
8. We should have thrown away all these old letters.

B. Change these sentences to include *used to*.

E X A M P L E

He gave a party every night. *He used to give a party every night.*

1. He sang to me every night before I fell asleep.
2. Did she work in an architect's office?
3. He taught in an elementary school.
4. They invited me to dinner every week.
5. She belonged to a political club.

6. I didn't make a lot of trips out of town.
7. They didn't have much money.
8. He didn't understand computer programming.

C. Change *prefer* to *would rather* in these sentences.

E X A M P L E

She prefers to think about it for a few days. *She'd rather think about it for a few days.*

She prefers not to think about it for a few days. *She'd rather not think about it for a few days.*

1. We prefer to have all of our meetings in New Orleans.
2. He prefers to give small dinner parties.
3. She prefers to stay home and read a book this evening.
4. He prefers not to marry anyone right now.
5. Does she prefer to drive a small car?
6. They prefer not to live in the suburbs.
7. Do you prefer to stay in the city all summer?
8. She prefers not to live in a fashionable area.

D. Change *it would be a good idea for* to *had better* in these sentences.

E X A M P L E

It would be a good idea for you to think about it for a few days. *You'd better think about it for a few days.*

1. It would be a good idea for him to get more exercise.
2. It would be a good idea for them to visit their families this summer.
3. It would be a good idea for us to attend the rally.
4. Wouldn't it be a good idea for me to throw away these old letters?
5. It would be a good idea for her to run for office this year.
6. It would be a good idea for him not to sing the same song again.
7. Wouldn't it be a good idea for you to check the sales figures for the magazine?
8. It would be a good idea for you not to be late to work again.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[s] as in *s* in *say*

say
see
so
sale
sat
sees
sis
sigh
sign

[ð] as in *th* in *they*

they
thee
though
they'll
that
these
this
thy
thine

B. Listen and repeat.

E X A M P L E

(Teacher) I do have a couple of dollars.

(Students) I do have a couple of dollars.

(Teacher) I do have a couple of dollars.

1. He has studied computer programming.
2. We have done our homework.
3. I am listening to the teacher.
4. I will call them today.
5. He is very ambitious.

4. General Practice

Answer these questions.

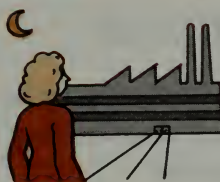
1. Did he use to work for a bank or a store?



2. Did she use to drive a taxicab or a bus?



3. Is she supposed to have a day or night shift this week?



4. Would he rather eat or sleep now?



5. Would they rather take a taxi or a bus?



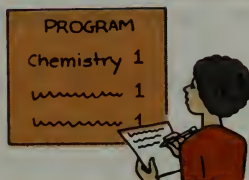
6. Would she rather be an architect or an editor?



7. Would he rather sing or dance?



8. Was she supposed to take chemistry or sociology this semester?



9. Did he use to live in a poor or rich neighborhood?



10. Was he supposed to study computer programming or accounting?



11. Is she supposed to get to the office at nine o'clock or ten o'clock?



12. Had the children better drink milk or coffee?



Lesson 10

REVIEW

1. Review of Structure and Pattern Practice

A. Change these direct statements to indirect statements.

EXAMPLE

"I grew up in a poor neighborhood," she told him. *She told him that she'd grown up in a poor neighborhood.*

1. "I may be absent tomorrow," she told me.
2. "I can't drop out of school," he said.
3. "I've chosen my courses for next year," she told me.
4. "We're going to have a lot of tourists this summer," she said.
5. "The boss always seems to be busy," I said.
6. "I worry about the danger," she said.
7. "They've invited us to a party," his wife told him.
8. "I've fallen in love again," he told me.
9. "She's standing out on the terrace," he said.
10. "I'll set the table right away," he told the customers.
11. "I picked up a lot of passengers during rush hour," he told his wife.
12. "I want you to sing that song again," she told him.

B. Change these indirect statements to direct statements.

E X A M P L E

He said that he might go downtown after work. *"I may go downtown after work," he said.*

1. She told him that he had a good background in art and architecture.
2. He told the teacher that he'd see that his boy ate properly.
3. She said that she wanted her students to have a chance in life.
4. The boss told me that I could leave early.
5. She said that she liked my work.
6. He said that the workers hadn't left yet.
7. She said that they'd shaken hands with more than a thousand people.
8. He said that he'd clear the table in a few minutes.

C. Change these direct questions to indirect questions with *whether* or a question word.

E X A M P L E

"Are you going to sing a song for us?" I asked her. *I asked her whether she was going to sing a song for us.*

1. "Where did you park the car?" she asked her husband.
2. "Why don't you write to your aunt and uncle?" I asked her.
3. "Has the city grown a lot in the last few years?" they asked me.
4. "When will you get back to Los Angeles?" I asked her.
5. "How many cars do they have?" he asked me.
6. "Has she bought a big new apartment?" I asked.
7. "Are you in charge of the office?" I asked her.
8. "When can we hold the next meeting?" they asked me.
9. "Have your friends gone sightseeing?" she asked me.
10. "What will you see when you're in New York?" he asked me.
11. "Why has she been so successful?" I asked them.
12. "Have you ever read her magazine?" he asked me.
13. "Are the children getting the proper food at school?" I asked him.
14. "Can you introduce me to him?" I asked her.
15. "How long have you been a school teacher?" I asked him.
16. "What time will you be ready to leave?" she asked him.

D. Change these indirect questions to direct questions.

E X A M P L E

I asked him whether he'd liked the pictures. *"Did you like the pictures?" I asked him.*

1. They asked her why she hadn't answered the telephone.
2. I asked him whether he always checked the advertising.
3. He asked her when she was going to finish the plans.
4. I asked him whether he'd ever studied programming before.
5. I asked her where she'd gone to school.
6. He asked me whether I could fix the machine myself.
7. I asked her whether they'd been married for a long time.
8. I asked him how long he'd been interested in politics.

E. Change these direct commands to indirect commands.

E X A M P L E

"Copy the sentences into your notebooks," she said to them. *She told them to copy the sentences into their notebooks.*

1. "Make out your lesson plans before class," she told him.
2. "Drink all your milk," he told the children.
3. "Call your parents today," he said to him.
4. "Don't spend all day watching TV," she said to me.
5. "Don't invite any people from the office," he said to her.
6. "Complete all these letters today," she said to her secretary.

F. Change these direct requests to indirect requests.

E X A M P L E

"Please draw a picture for us," they said to her. *They asked her to draw a picture for them.*

1. "Please wash the windshield," I asked her.
2. "Please take a look at the sales figures," I said to the boss.
3. "Please take the car to the garage," I said to him.
4. "Please don't play the piano now," she asked him.
5. "Please don't forget the homework," he said to them.
6. "Please don't use the machines yet," I said to them.

G. Change *want* to *would like* in these sentences.

E X A M P L E

I want to leave early today. *I'd like to leave early today.*

1. She wants to continue to be successful.
2. Do you want to go sightseeing with me?
3. She wants to telephone her parents today.
4. Do you want to sit near the window?
5. He wants to talk to the boy's parents.
6. Does he want to improve his reading and writing?

H. Change *should* to *be supposed to* in these sentences.

Remember that *should have* is a past form of *should*.

E X A M P L E

He should have met me at four o'clock. *He was supposed to meet me at four o'clock.*

1. The busboy should clear all the dishes off the tables.
2. They should arrive on the noon plane.
3. I should have made out the lesson plans yesterday.
4. She should have stayed home all day Sunday.
5. He should teach them good work habits.
6. They should collect the garbage twice a week.

I. Change these sentences to include *used to*.

E X A M P L E

She taught physics. *She used to teach physics.*

1. He drove a taxicab.
2. She was an official in the city government.
3. He had a night shift at the factory.
4. They ordered supplies every week.
5. I weighed a lot.
6. The bus stopped at this corner.

J. Change *prefer* to *would rather* in these sentences.

E X A M P L E

She prefers to sit near the blackboard. *She'd rather sit near the blackboard.*

1. She prefers to be busy all the time.
2. I prefer not to wear my glasses to the party.
3. I prefer to finish my work in the morning.
4. He prefers to teach chemistry.
5. She prefers not to see her adviser this week.
6. He prefers to make up the work at night school.

K. Change *it would be a good idea for to had better in* these sentences.

E X A M P L E

It would be a good idea for us to finish the work tomorrow. *We'd better finish the work tomorrow.*

1. It would be a good idea for you to talk to the boss this week.
2. It would be a good idea for me to get up early tomorrow morning.
3. It would be a good idea for him to have lunch with the students today.
4. It would be a good idea for her not to take too many classes this semester.
5. Wouldn't it be a good idea for them to find summer jobs now?
6. It would be a good idea for him to study his lessons.

2. General Practice

Answer the questions.

1. Where does this road lead?



2. What happened to this building?



3. What are the fire fighters trying to do?



4. What's the politician doing?



5. What would he like to do tomorrow?



6. Did she win or lose the election?



7. Is she on duty during the day or at night?



8. When does he make out his lesson plans?



9. What's he responsible for?



10. What did she use to drive?



11. What did he lose?



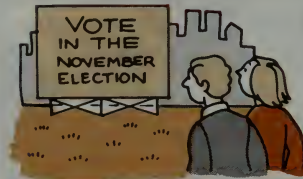
12. Would they rather live in the city or the suburbs?



13. What had she better wear today?



14. When are they supposed to have the election?



Lesson 11

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



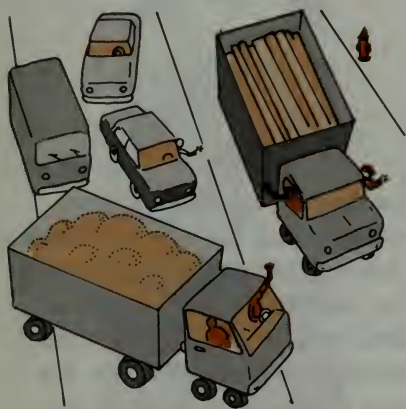
One familiar sight in big cities nowadays is construction. Old buildings are torn down, and new ones are quickly built to replace them. Work goes on all the time on new highways and streets. In many cities, construction workers dig tunnels under the ground for subways. The face of a city keeps on changing every day.

1. What is a familiar sight in big cities nowadays?
2. What happens to old buildings?
3. What is built to replace them?
4. When is work done on new highways and streets?
5. What do construction workers do in many cities?
6. What keeps on changing every day?



Joe Capaletti is one of the people who work in the construction industry. Joe operates a crane. Cranes are the big machines that are used to lift heavy loads. They are necessary for constructing tall buildings.

7. What kind of work does Joe Capaletti do?
8. What machine does Joe operate?
9. What are cranes?
10. Why are cranes necessary in a city?



Joe is working on a new office building now. He starts work at seven o'clock in the morning. Trucks bring construction materials to the place where the building is going up. The crane lifts the materials to the floors where other men are working. There are a lot of problems with a construction job in a big city. Traffic has to keep on moving. or the trucks arrive late.

Sometimes they deliver the wrong materials. Joe is always glad when four o'clock comes and it's time to quit for the day.

11. What is Joe working on now?
12. What time does he start work?
13. What do trucks bring?
14. What does the crane do?
15. Is construction work easy in a big city?
16. Why is traffic a problem?
17. What happens at other times?
18. Why is Joe always glad at four o'clock?



Nevertheless, Joe likes his work; he can't really imagine doing anything else. Joe is forty-four years old now, and he has been a construction worker since he was eighteen years old. His father and his brothers have all worked on construction jobs. Joe earns a lot of money, more than many people in business. He is very strong because of all the hard work he has done.

19. Does Joe like his work?
20. How long has he been a construction worker?
21. How old is Joe?
22. What have his father and his brothers all done?
23. Does Joe make much money?
24. Why is he very strong?



Joe lives in a house in the suburbs with his wife and three children. He drives to and from the city every day. It makes a long day for him, but he likes having a garden and trees. He also thinks the schools in the suburbs are better than those in the city. He wants his children to have a better education than he had himself.

25. Where does Joe live?
26. How does he get to and from the city?
27. Why does he like living in the suburbs?
28. What does he think about the schools in the suburbs?
29. What does he want his children to have?

B. Listen and repeat. Then answer the questions.



1. What did you find when you visited your old neighborhood?
I found that they'd torn down the house where I used to live.



2. Why did they tear down those houses?
They tore them down to replace them with a big office building.



3. Can you break a piece of paper or cloth?
No, you can't break them, but you can tear them.



4. Why did they dig up this street?
They dug it up because they're going to fix it.



5. Why have they dug this big hole?
They've dug it to start work on the new subway.



6. How far does she have to drive to work?
Thirty-five miles. I can't imagine driving that far twice a day!



7. What's she thinking about?
She's imagining the time when she'll be an architect.

40 hours: \$5/hour.
40 hrs. +: \$7½/hr.



8. Do they get paid extra when they work more than 40 hours a week?

They get paid time-and-a-half for overtime.

C. Dialogue.



(Emily manages a coffee shop near the place where Joe is now working.)

JOE: That truck still hasn't come.

EMILY: Traffic is bad this morning.

JOE: If it doesn't get here soon, we're going to get behind schedule.

EMILY: Great! If you're behind schedule, you'll get some overtime.

JOE: Thanks, but I'd rather spend my time at home.

EMILY: What's supposed to be on this load you're waiting for?

JOE: Lumber. If we don't get it upstairs, they can't pour any more concrete this morning.

EMILY: Are you expecting anything else?

JOE: Yeah, it's supposed to be a heavy day—steel rods and some other stuff.

EMILY: This looks like your truck turning the corner now.

JOE: Well, it's a truck, anyway.

EMILY: Can you see what the load is?

JOE: If it's only the steel rods, we're in trouble.

EMILY: No, it's your lumber after all, so you'll be on schedule.
But you won't get that overtime.

2. Structure and Pattern Practice

A conditional sentence contains a main clause and a dependent clause beginning with *if*.

If they tear down these houses, they'll build an office building here.

If she wins the election, she'll be in office for two years.

Note that in these sentences a present tense form is used in the *if* clause and a future form in the main clause. This type of conditional sentence is usually called *future possible*, because it is possible that the actions described in the sentence will occur in the future.

Not only the future with *will* but any other future form can be used in the main clause.

If it rains, we're going to get wet.

If we leave now, we should get there on time.

If you don't leave soon, you may miss your bus.

If the truck doesn't come soon, we can't finish the work this morning.

The *if* clause can come either at the beginning or the end of the sentence.

If there's a lot of traffic, the truck will be late.

The truck will be late if there's a lot of traffic.

Some sentences containing time clauses with *when* also use a present and future combination.

When he gets home, his wife will have dinner ready for him.
They'll be able to go out more often when spring comes.

The action in a *when* clause is more certain than the action in an *if* clause.

Piece of is used with many mass nouns—*bread, string, cloth, paper*, for example—when it is necessary to state a number in connection with the noun.

I need another piece of paper.

He ate three pieces of bread.

The irregular verbs *to tear (down) - tore - torn* and *to dig (up) - dug - dug* are introduced in this lesson.

Exercises

A. Complete these sentences with the form of the verb in parentheses that will make them future possible conditions.

E X A M P L E

If he _____ (join) the political club, he'll have a chance to run for office.

If he joins the political club, he'll have a chance to run for office.

1. If the lumber comes, they _____ (pour) the concrete today.
2. If they _____ (give) him a scholarship, he can go to college.
3. If they learn skills in school, they _____ (have) a chance to improve themselves.
4. If you eat the proper food and get a lot of exercise, you _____ (be) strong.
5. If the city grows, they _____ (have) to build more houses and buildings.
6. If she _____ (quit) her job now, she won't get her pension.
7. If he _____ (call) me, I'll tell you what he says.
8. If they take a boat trip around Manhattan, they _____ (see) all the skyscrapers and bridges.

9. If she _____ (get) home early, she can work in the garden for a while.
10. If the weather _____ (be) nice next weekend, we can ride our bikes in the park.
11. If it _____ (snow), we'll have to stay in the house.
12. If they go to the park, they _____ (see) flowers, trees, and grass.

B. Combine these sentences so that they form future possible conditions.

E X A M P L E

It may rain tomorrow. Then we can't ride our bikes in the park. *If it rains tomorrow, we can't ride our bikes in the park.*

1. We may finish our work today. Then we won't get overtime.
2. He may lose this election. Then he'll try again two years from now.
3. She may win the election in Houston. Then she'll try to run for Congress two years from now.
4. She may join a book club. Then she'll be able to read all the best sellers.
5. They may fix this street. Then they'll have to close it to traffic.
6. He may be late. Then we'll have to wait for him.
7. They may move to the city. Then they won't need a car.
8. He may not get enough exercise. Then he'll weigh too much.
9. They may move to Florida. Then they'll have to sell their house in New York.
10. We may visit New York. Then we'll stay with friends there.

C. Combine these sentences so that the first one becomes a time clause with *when*.

E X A M P L E

Spring will come. Then we can walk in the park. *When spring comes, we can walk in the park.*

1. Winter will come. Then we'll have to stay home more often.
2. Autumn will come. Then he'll get his garden ready for next year.
3. Summer will come. Then it will get very hot in the city.

4. I'll have my vacation. Then I'll make a trip to the town where I grew up.
5. They'll finish the new highway. Then traffic will move more quickly.
6. They'll build the new subway. Then it will be easier to get around the city.
7. She'll finish her course in programming. Then she can get a better job.
8. I'll see him. Then I'll tell him you were looking for him.
9. She'll finish reading that book. Then she'll get another one from the library.
10. They'll deliver the materials. Then the crane will lift them to the top of the building.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[ð] as in *th* in *they*

they

thee

thy

then

they'll

those

though

thine

[d] as in *d* in *day*

day

D

die

den

dale

doze

dough

dine

B. Listen and repeat.

E X A M P L E

(Teacher) If we eat early, we can go to a movie.

(Students) If we eat early, we can go to a movie.

(Teacher) If we eat early, we can go to a movie.

1. If you see that movie, you'll enjoy it.
2. If they tear down that building, they'll build a new one there.
3. If he appeals to the voters, he'll win the election.
4. If he quits his job now, he won't get a pension.
5. If you sing to the children, they'll fall asleep.

4. General Practice

Answer these questions.

E X A M P L E

If it rains, what will she need?

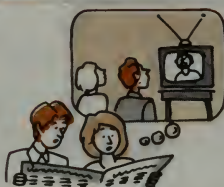
If it rains, she'll need an umbrella.



1. If he stops at the store, what should he buy?



2. If they stay home tonight, what will they do?



3. If they go out for dinner, what kind of restaurant will they choose?



4. If they move to the suburbs, how will they get to the city?



5. If they go to New York, where will they stay?



6. If they go to a museum, what will they see?





7. If it gets cold, what should they wear?



8. If it snows, what will they do this weekend?



9. If it gets hot tomorrow, what will they do?



10. If he's late, how will he get to work?



11. If she drops out of school, where can she continue her education?



12. If he goes to school, what should he take with him?

Lesson 12

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



Many people come to big cities without any purpose. A city attracts them just because of its size. People often think that they will find work and excitement there. Some of them have dreams of success in the arts or in the theater, but others just want to be in a place where there is always a lot of activity. Many of them end up working as clerks or making deliveries. Some end up without any job at all.

1. Does everyone come to big cities with a purpose?
2. Why does a city attract many people?
3. What do they think they will find there?
4. What dreams do some of them have?
5. What do others want?
6. How do many of them end up?



Lenny Legg has been in Los Angeles for three years. He is only nineteen years old now. He was brought up in a small town in Nebraska. He dropped out of high school when he was fifteen. The next year he got on a bus to Los Angeles. He had only fifty dollars in his pocket when he arrived in the city.

7. How long has Lenny Legg been in Los Angeles?
8. How old is he now?
9. Where was he brought up?
10. What did he do when he was fifteen?
11. What did he do the next year?
12. How much money did he have when he arrived in Los Angeles?



Lenny had good luck in the beginning. After a few weeks he got a job pumping gas at a filling station. He kept the job for nearly two years. Then his boss sold the station, and Lenny was fired. He was lucky then, too. Because he had been fired, he was able to get unemployment pay. People who quit their jobs generally can't collect unemployment benefits.

13. What kind of luck did Lenny have in the beginning?
14. What kind of a job did he get after a few weeks?
15. How long did he keep that job? Why was he fired?
16. Why was he lucky to be fired?



Now, however, after a year, the unemployment pay has run out. Lenny still hasn't found another job. He sleeps late every morning. Then he stops at the employment office to see whether there's a job for him. The rest of the day, he hangs around the theater district.

17. What has happened to Lenny's unemployment pay?
18. Does Lenny have another job?
19. Does he get up early every morning?
20. What does he do after he gets up?
21. What does he do the rest of the day?



Lenny shares a room on the edge of the entertainment district with another boy from Nebraska. They both make friends easily, but they lose them quickly, too. They live by borrowing money from each other—they always know who's working and who isn't—or by drawing unemployment pay. Lenny sometimes thinks about going back home, but he stays on in Los Angeles because he tells himself that his luck will change tomorrow or the day after.

22. Does Lenny live by himself?
23. Where does Lenny live?
24. Is it difficult for Lenny and the other boy to make friends?
25. How do they live?
26. What does Lenny sometimes think about?
27. Why does he stay on in Los Angeles?

B. Listen and repeat. Then answer the questions.



1. Does everybody in the city have a lot of money?
Some people are very rich, but others are very poor.



2. Do they have more than one shift in that factory?
Some of the workers are on a day shift, but the others work at night.



3. Why do they want to live so far from town?
They want to bring up their children in the suburbs because the schools are better there.



4. Why can't we mail these letters today?
Because we've run out of envelopes. There aren't any at all in the supply room.



5. Why does he spend so much time in the theater district?
He hangs around there because he likes to see the lights and the people and the movement.



6. Where did she hang her clothes?
She hung them in the closet.



7. What have you done with your pictures?
I've hung them in the living room of my apartment.



8. How much money can you let me have?

I can let you have a couple of dollars.



9. Why did you let the typists go home early?

I let them go home early because they'd finished their work.



10. Why have they let their son drop out of school?

They've let him drop out of school because they need him to work on their farm.

C. Dialogue.



(Billy is one of Lenny's friends.)

BILLY: Oh, it's you. I'm just on my way out.

LENNY: I hear that you've found a job.

- BILLY: The news really gets around fast.
- LENNY: Let me borrow five bucks* from you.
- BILLY: Five bucks? Until when? How are you going to pay me back?
- LENNY: Come on, if I had a job, I'd lend you five without asking any questions.
- BILLY: But you don't have a job, do you?
- LENNY: I'm looking for one. I go to the employment office every day.
- BILLY: Why don't you just go back home?
- LENNY: If I went home, I'd have to work on my father's farm.
- BILLY: That might be better than hanging around Los Angeles.
- LENNY: I like Los Angeles. All I need is a little luck.
- BILLY: Luck? Okay, I'll let you have a couple of bucks. Maybe that'll bring you your luck.
- LENNY: Yeah, this'll help. Thanks. Thanks a lot. I'll see you around.

*Buck = dollar

2. Structure and Pattern Practice

A second type of conditional sentence has a past tense in the *if* clause and *would*, *could*, or *might* (which are the past tenses of the modal auxiliary verbs *will*, *can*, and *may*) plus the simple form of the verb in the main clause.

If he lived in the suburbs, he would have to drive to work.

If they had a garden, they could grow some flowers.

If she studied programming, she might get a promotion.

These are usually called *present contrary-to-fact* conditions.

Although past tense forms are used, they refer to hypothetical or unreal conditions in the present.

He doesn't live in the suburbs, but if he did live in the suburbs, he would have to drive to work.

They don't have a garden, but if they did have a garden, they could grow some flowers.

She isn't studying programming, but if she were studying programming, she might get a promotion.

If *to be* is the verb used in the *if* clause of a present contrary-to-fact condition, the form *were* is used with all persons.

If she were an accountant, she could get a better job.

If it were five o'clock, we could go home.

If I were sick, I'd go to see the doctor.

Sometimes the *if* clause follows the main clause.

He would have to drive to work if he lived in the suburbs.

She could get a better job if she were an accountant.

Others, the plural form of *other*, is used only as a pronoun.

Others alone means some of the rest of a group, whereas *the others* means all of the rest of a group.

Some of the students will take chemistry this year, while
(some of the) others will take physics.

One of the trucks was late, but (all of) the others were on
time.

Buck, which appears in the dialogue, is a colloquial expression
for *dollar*.

The irregular verbs *to hang (around)* - *hung* - *hung* and *to let* - *let*
- *let* are introduced in this lesson.

Exercises

A. Complete these sentences with the form of the verb in parentheses that will make them contrary-to-fact present conditions.

EXAMPLE

If I _____ (be) in a hurry, I'd take a taxi. *If I were in a hurry, I'd take a taxi.*

If she _____ (take) a taxi now, she could get to work early this morning. *If she took a taxi now, she could get to work early this morning.*

1. If he went (go) home, he wouldn't be able to find a job there either.

2. If it were (be raining), I'd carry my umbrella.

3. If they visited New York, they would could (take) the boat trip around Manhattan Island.
4. If I had any money, I might (lend) you a few dollars.
5. If you might (want) to borrow a few dollars, I wouldn't ask you any questions.
6. They could move to Florida if they could (sell) their house.
7. I could (read) more if I had more time for myself.
8. If there were (be) more workers, they could finish the building this month.
9. She could (call) us if she were going to be late.
10. If he went to Los Angeles, he could (end) up without a job.
11. They would be able to improve their lives if they had (have) more skills.
12. If there were (be) a park near their apartment, they could get more fresh air and exercise.

B. Change these sentences to present contrary-to-fact conditions.

E X A M P L E

If he studies programming, he'll be able to get a better job. *If he studied programming, he'd be able to get a better job.*

1. If there's anything good on television, I'll stay home tonight.
2. If she earns more money, she'll move to the suburbs.
3. If he wants to go with us, he'll let us know.
4. If she carries a book with her, she'll be able to read on the subway.
5. If you attend all the lectures, you'll learn a lot.
6. If I'm not busy, I'll go with you.
7. If the plane is late, we can take a train.
8. If there's an exam this week, he'll have to stay home and study.

C. Change these sentences to future possible conditions.

E X A M P L E

If I had enough money, I'd buy a new car. *If I have enough money, I'll buy a new car.*

1. If the sun were shining, the children could play outside.
2. If we visited New York, we could stay at their apartment.

3. If they lived in the city, the children might not get a good education.
4. If the car were giving her trouble, she'd take it to a garage.
5. If you helped me, I could finish all this work in a few minutes.
6. If we went downtown, we could hang around the theater district.
7. If you asked the teacher, he'd explain the lesson.
8. If you retired, we could move to Florida.

D. Combine these sentences so that they become present contrary-to-fact conditions.

E X A M P L E

It isn't a nice day. We can't ride our bikes in the park. *If it were a nice day, we could ride our bikes in the park.*

1. It isn't raining. I don't need to wear my raincoat.
2. I don't understand the lesson. I can't do the homework.
3. Today isn't Sunday. We can't go to the beach.
4. She doesn't get up early. She doesn't get to work on time.
5. He doesn't like math. He can't study accounting.
6. He isn't a good cook. He doesn't invite his friends to dinner.
7. The truck isn't late. We don't get any overtime.
8. She doesn't have a job. She can't pay back the money that she borrowed from me.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[l] as in *l* in *light*

light
long
lead
lake
load
file
tile
wall
feel
heel

[r] as in *r* in *write*

write
wrong
read
rake
road
fire
tire
war
fear
hear

B. Listen and repeat.

EXAMPLE

(Teacher) If we lived in the suburbs, we could have a garden.

(Students) If we lived in the suburbs, we could have a garden.

(Teacher) If we lived in the suburbs, we could have a garden.

1. If it were Saturday, I could sleep late.
2. If they went downtown, they could go to a movie.
3. If he found a job, he'd earn some money.
4. If she appealed to the voters, she'd win the election.
5. If he finished his lesson plans, he could go home.

4. General Practice

Answer these questions.

EXAMPLE

If it were raining, what would she need?

If it were raining, she'd need an umbrella.



1. If he got a job, where would he work?

he'd work in a factory



2. If he had some money, what would he buy?

he'd buy a record player.



3. If you felt sick, who would you go to see?

I'd go to see a doctor



4. If you were hurt, where would they take you?

they take me to a hospital



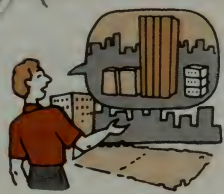
5. If her car broke down, where would she take it?

to a garage



6. If they tore down those houses, what would they build there?

they would build new houses there,



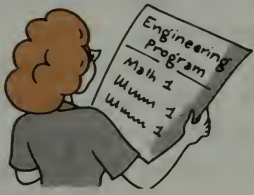
7. If he wanted some books, where would he go?

to library



8. If she majored in engineering, what would she have to study?

she study an Engineering



9. If it were summer, what could we do every day?

we could swim every day



10. If it were winter, what could we do on the weekend?

we could go skiing



11. If we visited New York, what would we do?

we would go to theater



12. If they took a trip, how would they travel?

They would fly on plane



Lesson 13

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



New York is the center of the American garment industry. The city has thousands of small factories and shops where dresses, suits, and other articles of clothing are manufactured. Each of these places employs only a few dozen workers or, at most, a few hundred. In a typical clothing factory, there are rows of sewing machines which are operated by women. In fact, women make up the largest number of workers in the industry; only about twenty per cent are men.

1. What industry is New York the center of?
2. Are there many garment factories and shops in New York City?
3. How many people does each of these places employ?
4. What do you find in a typical clothing factory?
5. Do men or women make up the largest number of workers in the industry?



Graciela Rivera works in a small clothing factory. She came to New York from Puerto Rico when she was a little girl. Graciela went to school in New York, so she speaks English as well as Spanish. She is forty-five years old now, and she has been a sewing machine operator since she was eighteen.

6. Where does Graciela Rivera work?
7. Did she come to New York recently?
8. How well does she speak English? Why?
9. How old is she now?
10. How long has she been a sewing machine operator?



Graciela was recently promoted to supervisor of her shop. She is responsible for assigning the daily work and making sure that it is finished. She is sometimes shy about telling the other workers what to do because she knows them so well. Most of them respect Graciela, however, because she is very understanding with them. She listens to their problems and often gives them helpful advice.

11. What happened to Graciela recently?
12. What is she responsible for now?
13. Why is she sometimes shy about telling the other workers what to do?
14. Why do most of the workers respect Graciela?
15. What does she do for them?



Graciela has a lot of responsibility at home too. She is married and has four children. The two older children are working and attending classes at the City University of New York. The two younger ones go to public schools in the city. Graciela supports the family because Pedro, her husband, is out of work. He hurt his back a year ago, and can no longer do the heavy work he was trained for. He's been looking for a different type of job, but jobs are often hard to find.

16. Where else, in addition to her work, does Graciela have a lot of responsibility?
17. How large is her family?
18. What are the two older children doing?
19. What do the two younger ones do?
20. Why is her husband Pedro out of work?
21. Why hasn't he found a different type of job?



Pedro doesn't like New York. He dreams of going back to Puerto Rico. He'd like to buy a small farm and settle down there for the rest of his life. Graciela doesn't think that's a good idea at all. She likes New York with all its noise and activity. She also enjoys her work and the chance to meet and talk to so many other people. She feels that she can be a more independent person in New York.

22. How does Pedro feel about New York?
23. What does he dream of?
24. What would he like to do in Puerto Rico?

25. What does Graciela think of that?
26. How does she feel about New York?
27. What does she enjoy in the city?
28. What kind of person does she feel that she can be in New York?

B. Listen and repeat. Then answer the questions.



1. Is New York a seaport?
Yes, it is. In fact, it's one of the most important seaports in the world.



2. How often is the mail delivered?
There are deliveries twice a day to offices, but there is only one delivery daily to homes.



3. Is that a weekly or a monthly magazine?
It's a monthly magazine, not a weekly.



4. What's the matter?
I bought a dozen eggs, but one's broken, so now I have only eleven, not twelve.



5. How many workers will they need on the construction project?
They'll need a hundred workers at most.



6. How often do they have to report to the employment office?
They have to report there weekly.



7. Why does she keep changing jobs all the time?
She can't settle down in any one job or any one place because she doesn't know what she wants to do.



8. Why doesn't he go back to Nebraska?
In the first place, he doesn't want to work on a farm there, and in the second place, he doesn't have enough money for a bus ticket.



9. What have you been dreaming of?
I've been dreaming of a small home of my own with a little garden beside it.

C. Dialogue.



GRACIELA: Did you go out today?

PEDRO: With my bad back, what good would it have done if I'd gone out?

- GRACIELA: If you'd looked for a job, you might have found one.
- PEDRO: But I've been looking for over a year. Today wouldn't have been any different.
- GRACIELA: I know how bad you feel. But if you don't keep on looking, you'll never get a job.
- PEDRO: If I'd stayed in Puerto Rico in the first place, I wouldn't have had so much trouble.
- GRACIELA: What would you have done? There are more people out of work there than there are here.
- PEDRO: I could have had a farm of my own if I'd stayed there.
- GRACIELA: Yes, up in the mountains, with nobody to talk to but the chickens.
- PEDRO: I don't like the city. There are too many people. There's too much noise, too much crime.
- GRACIELA: I like it here.
- PEDRO: Yes, because you were brought up here. This is really your home.
- GRACIELA: Well, maybe we should go to Puerto Rico, for a visit anyway. We could see your aunt and uncle.
- PEDRO: You really mean that? I'd like to see the island again and feel the sunshine and hear everyone speaking Spanish.

2. Structure and Pattern Practice

A third type of conditional sentence has a past perfect in the *if* clause and *would*, *could*, or *might* plus *have* plus the past participle in the main clause.

If they'd fired him, he could have collected unemployment pay.

If she'd looked for a job, she might have found one.

If he'd gone home, he would have had to work on his parents' farm.

These are usually called *past contrary-to-fact* conditions. They are unreal or hypothetical conditions in the past.

They didn't fire him, but if they had, he could have collected unemployment pay.

She didn't look for a job, but if she had, she might have found one.

He didn't go home, but if he had, he would have had to work on his parents' farm.

Sometimes the *if* clause follows the main clause.

He could have collected unemployment pay if they had fired him.

She might have found a job if she had looked for one.

Would plus the simple form of the verb is sometimes referred to as the *conditional tense*; *would have* plus the past participle is sometimes referred to as the *conditional perfect tense*.

Exercises

A. Complete these sentences with the form of the verb in parentheses that will make them past contrary-to-fact conditions.

EXAMPLE

If he _____ (be) in a hurry, he would have taken a taxi.

If he'd been in a hurry, he would have taken a taxi.

1. If she had missed the bus, she would (be) late for work.
2. If he had spoken (speak) better English, he could have gotten a job more easily.
3. If she had learned how to operate a sewing machine, she could have (get) a job in a clothing workshop.
4. If the truck had been on time, we would have (finish) the work today.
5. If she had lost the election, she would have (go) back to her law office.
6. If he had joined (join) a political club, he would have run for office.
7. If she had studied (study) mathematics, she could have been an engineer.
8. If he had sung (sing) for you, you would have enjoyed it.
9. If you had seen the pictures, you would have (like) them.

10. If he _____ (make) out his lesson plans, he could have gone home.
11. If they had moved to the suburbs, they _____ (spend) two hours every day getting to and from the city.
12. If she had liked the house, they _____ (buy) it.

B. Change these sentences to past contrary-to-fact conditions.

E X A M P L E

If he retires, they'll move to Florida. *If he'd retired, they would have moved to Florida.*

1. If they send the package by air mail, it will get there faster.
2. If she does a good job, they'll give her a promotion.
3. If you turn the corner, you'll see the post office.
4. If he quits his job, he'll lose his pension.
5. If she shakes hands with enough voters, they may remember her on election day.
6. If the children learn more skills, they'll have a better chance in life.
7. If he runs out of unemployment pay, he can borrow some money from his friends.
8. If they stay in Puerto Rico, they'll settle down on a farm.

C. Change these sentences to past contrary-to-fact conditions.

E X A M P L E

If I had enough money, I'd buy a bus ticket home. *If I'd had enough money, I would have bought a bus ticket home.*

1. If he had a better job, he wouldn't go to night school.
2. If he left early, he'd miss the evening rush hour.
3. If it were a nice day, we could have a picnic in the park.
4. If they had bicycles, they'd get more exercise.
5. If I slept late, I wouldn't get to school on time.
6. If I were hungry, I'd go to a restaurant.
7. If she shared her room with a friend, she'd save some money.
8. If I weren't busy, I'd write some letters.

D. Combine these sentences so that they become past contrary-to-fact conditions.

EXAMPLE

It wasn't a nice day. They couldn't ride their bikes in the park. *If it had been a nice day, they could have ridden their bikes in the park.*

- If it had been cold I would have worn a heavy sweater.*
1. It wasn't cold. I didn't wear a heavy sweater.
 2. I didn't go to school. I didn't understand the lesson.
 3. They didn't move to the suburbs. They didn't buy a car. *They would have bought a car.*
 4. She didn't retire. They didn't sell their house.
 5. He didn't know how to dance. He couldn't have a good time. *He would have had a good time.*
 6. She didn't appeal to the voters. She didn't win the election.
 7. It wasn't raining. He didn't carry his umbrella.
 8. She didn't like mathematics. She didn't become an architect. *She would have become an architect.*

3. Pronunciation and Intonation Practice

A. Repeat several times.

[hw] as the *wh* in *why*

why
wheat
wheel
whale
white
when
where
which
wham

[h] as the *h* in *high*

high
heat
heel
hail
height
hen
hair
hitch
ham

B. Listen and repeat.

EXAMPLE

(Teacher) If I'd seen you, I would have spoken.

(Students) If I'd seen you, I would have spoken.

(Teacher) If I'd seen you, I would have spoken.

1. If you'd understood the lesson, you could have done the homework.

2. If you'd listened to me, you would have understood the lesson.
3. If she'd called me, I would have met her after work.
4. If you'd been here, you could have helped us.
5. If they'd sent the package, we would have received it by now.

4. General Practice

Answer these questions.

E X A M P L E

If it had rained, what would he have needed?

If it had rained, he would have needed an umbrella.



1. If she had looked for a job, where would she have gone?

If she looked for a job, she would



2. If she had found a job, where would she have worked?



3. If he had stayed home, where would he have worked?



4. If he had had a scholarship, what would he have become?



5. If they'd had some more money, where would they have gone?



6. If he'd gone to the store, what would he have bought?



7. If they'd moved to the suburbs, how many cars would they have needed?



8. If he'd been sick, what would he have taken?



9. If it had been Sunday, what would she have done?



10. If they had bought the chair, what would they have wanted to put beside it?



11. If she had taken a trip, what would she have carried with her?



12. If it had been a warm day, what could the children have done?



Lesson 14

1. Reading and Oral Practice

A. Listen and repeat. Then answer the questions.



In many American cities, there is a Chinatown, a section where people of Chinese background live. San Francisco's Chinatown is one of the largest and best-known districts of its kind in the United States. In addition to the home, stores, schools, and churches that are typical of any neighborhood, Chinatown contains many restaurants and gift shops. Tourists visit the area during the day, and at night

many people from other parts of the city come to dine in its restaurants.

1. What is the area called "Chinatown" in many American cities?
2. Is San Francisco's Chinatown well known?
3. What does Chinatown contain?
4. Who visits the area during the day?
5. Why do people from other parts of the city go there at night?



Thomas Chung was born in Chinatown fifty years ago. His wife Sylvia was born in Chinatown, too, and grew up there. Both of their parents spoke Chinese at home because they had arrived from China just a few years before and they knew only a little English. Thomas and Sylvia, however, speak fluent English because they were educated in the San Francisco public schools. Incidentally, they had the names Thomas and Sylvia given to them in school.

6. Where and when was Thomas Chung born?
 7. Where was his wife Sylvia born?
 8. Why did both of their parents speak Chinese at home?
 9. Why do Thomas and Sylvia speak fluent English?
 10. When did they have the names Thomas and Sylvia given to them?
-



Thomas's father and mother worked very hard and saved some money. They used the money to open a small restaurant in Chinatown. Over the years the restaurant became very successful. After his father died, Thomas's mother wanted Thomas and Sylvia to take over the management. They were well qualified because Thomas's parents had made them learn the business from the bottom up.

11. What did Thomas's father and mother do?
12. What did they use the money for?
13. What happened to the restaurant over the years?
14. What did Thomas's mother want after his father died?
15. Why were they well qualified?



Thomas and Sylvia, however, were unhappy about continuing to live in Chinatown. The houses were old and the area was small. There was little space for Chinatown to grow because it was surrounded by commercial districts. There was also a lot of street crime in the downtown area at night, so the restaurant's dinner business was dropping off. For all these reasons, Thomas and Sylvia

decided to move the restaurant to the suburbs. At the same time, they bought a house in the suburbs for themselves and their son and daughter, George and Janet.

16. What were Thomas and Sylvia unhappy about?
17. Was it a large area with new houses?
18. Why was there so little space for Chinatown to grow?
19. Why was the restaurant's dinner business dropping off?
20. What did Thomas and Sylvia decide to do?
21. What did they do at the same time?



The restaurant has done excellent business in its new location. It is near a large shopping center that has not only stores but also theaters and a hotel. It attracts good crowds both for lunch and dinner. Now Thomas and Sylvia are getting their children to learn the business just like they did. They're thinking about opening another suburban branch. If they do, they'll have their daughter and son manage it.

22. How is the restaurant doing in its new location?
23. Where is it?
24. When is the restaurant busy?
25. What are Thomas and Sylvia getting their children to do now?

26. What are Thomas and Sylvia thinking about doing?
 27. What will they do if they open the branch?

B. Listen and repeat. Then answer the questions.



1. Where did you eat last night?
 We ate at a Chinese restaurant.
 Incidentally, we discovered a good new French restaurant last month.



2. What have they asked him to do?
 They've asked him to take over responsibility for the computer section.



3. Why is the boss's daughter working in the mail room?
 Her parents want her to learn everything about the business, from the bottom up.



4. Why are they closing that factory?
 Business has dropped off, so they're closing it to save money.



5. Why are all those people standing in line?
 They're waiting their turn to get on the bus.

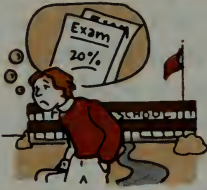


6. Why are the stores on this street very busy twice a day?
 Because a lot of people pass through here on their way to and from work.



7. Why is she going down this street?

She wants to pass by the post office because she has some letters to mail.



8. Why did he drop out of school?

He dropped out because he couldn't pass his exams.



9. Why are you driving so fast?

Because I want to pass that truck.

C. Dialogue.



SYLVIA: Who were those two men you were talking to?
THOMAS: They own a shopping center.

- SYLVIA: A shopping center? Where is it?
- THOMAS: It's that new one down on the Peninsula, about ten miles from here.
- SYLVIA: Oh yes, I've heard about it.
- THOMAS: They'd like to have someone open another restaurant in the center.
- SYLVIA: You're not thinking of moving the restaurant again, are you?
- THOMAS: No, I'm thinking about opening a branch.
- SYLVIA: I've heard that business is quite good there.
- THOMAS: Those men had a study made of the number of people who pass through the center each day, and the statistics look very favorable.
- SYLVIA: Well, why don't we look into it?
- THOMAS: But do you think we'd have enough time to manage another branch?
- SYLVIA: We could get George and Janet to manage it.
- THOMAS: Do you think they've had enough experience?
- SYLVIA: They're old enough. And we've trained them just like your parents trained us.
- THOMAS: I'd really like to open two new branches eventually.
- SYLVIA: I think we could do it. But first, let's try one, and if that one is successful, we can look around for another location.

2. Structure and Pattern Practice

The verbs *have*, *get*, and *make* can be used as causal verbs. That is, they can be used with the meaning of causing someone to do something or causing something to be done.

<i>(have/get)</i>	<i>(something)</i>	<i>(done)</i>
He got	his car	fixed.
They had	those names	given to them in school.

<i>(have/make)</i>	<i>(someone)</i>	<i>(do something)</i>
I'll have	him	check the figures himself.
They made	their children	learn the business from the bottom up.

(get) (someone) (to do something)

I'll get my secretary to mail the letter right away.

Make is much stronger than *have* or *get*; it usually has the meaning of forcing or compelling someone to do something.
Have is more formal than *get*.

made
get
have

Exercises

A. Complete these sentences with the correct form of the verb in parentheses.

E X A M P L E

The teacher makes us _____ (do) a lot of homework.

The teacher makes us do a lot of homework.

1. They got that new building built (build) in only three months.
2. They have the heavy loads lifted (lift) to the top floors by a crane.
3. They got the workers finished (finish) the job yesterday.
4. We had the packages sent (send) out yesterday.
5. He makes them drink (drink) orange juice for breakfast.
6. He got his wife to join (join) a political club.
7. She got the teacher _____ (explain) the lesson to her.
8. He makes the students _____ (check) their own homework.
9. They made me study (study) physics and chemistry.
10. He made the children _____ (learn) the names of the trees and flowers.
11. She had her dresses made (make) in a little shop downtown.
12. I'm going to have my hair cut (cut) this afternoon.
13. She got her secretary to (train) the new typists.
14. You'll have to get the typist to do (do) this letter over again.
15. Their parents had them _____ (work) in every part of the restaurant.
16. She got her friend to lend (lend) her a few dollars.

my mother got me to study

B. Change *make* to *have* in these sentences.

E X A M P L E

She made the typist check all the figures. *She had the typist check all the figures.*

1. She makes me eat a big breakfast.
2. They made their son and daughter work in the new branch.
3. He made us do the homework again.
4. They make the children cut the grass every week.
5. The city is going to make them tear down those old houses.
6. She always makes her husband shake a lot of hands.
7. He made her attend the rally.
8. I made the candidate change his plans.

C. Change *have* to *get* in these sentences.

E X A M P L E

She had the typist check all the figures. *She got the typist to check all the figures.*

1. They have all the teachers make out lesson plans.
2. She wants to have the garage fix her car this week.
3. He always has his secretary answer the telephone.
4. I'll have the busboy set the table right away.
5. I had my sister help me with my homework.
6. She had her husband represent her at the rally.
7. He had me introduce him to some pretty girls.
8. They had their children manage the new restaurant.

D. Change *get* or *have* to *make* in these sentences.

E X A M P L E

She had us copy the sentences in our notebooks. *She made us copy the sentences in our notebooks.*

1. She got her secretary to answer the letters.
2. The teacher had us write a long term paper.
3. She got her husband to quit his job.
4. He got her to invite his friends to the party.
5. I had the busboy clear the table.
6. I have the children get a lot of exercise.
7. He got everyone to wait in line.
8. They had us work on the night shift.

E. Change *have* to *get* in these sentences.

E X A M P L E

He had the packages mailed yesterday. *He got the packages mailed yesterday.*

1. They had the package delivered by one of the typists.
2. They have all the work done by machines.
3. They had their house designed by an architect.
4. I'm going to have a suit made for me.
5. We're going to have the house cleaned next week.
6. I'm going to have these figures checked again.
7. She's had her hair cut there several times.
8. They want to have the mail delivered twice daily.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[h] as the *h* in *he'll*

he'll
hail
hate
heat
hear
hill
heed
hall
hire
head
had
honey

[f] as the *f* in *feel*

feel
fail
fate
feet
fear
fill
feed
fall
fire
fed
fad
funny

B. Listen and repeat.

E X A M P L E

(Teacher) He goes to the employment office every day?

(Students) He goes to the employment office every day?

(Teacher) He goes to the employment office every day?

1. Thomas isn't his real name?
2. They're going to open a branch in the suburbs?

3. Business has dropped off?
4. She gives them helpful advice?
5. She supports her family?

4. General Practice

Answer these questions.

E X A M P L E

What did he have fixed?

He had his record player fixed.



1. What did he have his children do?



2. What did she make the children do?



3. Where did they have their son work?



4. What did she make her husband buy her?



5. What did they get her to do?



6. Where did he get her to go?



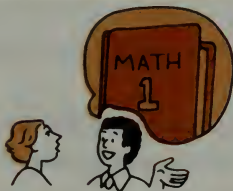
7. Where did they have their children educated?



8. What is he getting his students to do?



9. What did they make you study last year?



10. What is he making the workers do?



11. What did she get him to do?



12. What are they going to get fixed next week?



1. Review of Structure and Pattern Practice

A. Change these sentences to future possible conditions.

E X A M P L E

If it were a nice day, we'd have a picnic in the park. *If it's a nice day, we'll have a picnic in the park.*

1. If they opened a new restaurant, they'd have their children manage it.
2. If the first restaurant had been successful, they would have opened a second one.
3. If she answered my question, I'd be able to solve the problem.
4. If he'd been fired, he could have collected unemployment pay.
5. If she'd had more time, she could have finished the crossword puzzle.
6. If you shaved now, you'd be ready on time.
7. If she made more money, she could buy a lot of books.
8. If it got cloudy, it might begin to rain.
9. If he chose his own hours, he wouldn't complain about his job all the time.
10. If they'd put him in charge of the computer section, he would have had to study programming.

B. Change these sentences to present contrary-to-fact conditions.

E X A M P L E

If it rains, we'll have lunch in the cafeteria. *If it rained, we'd have lunch in the cafeteria.*

1. If you copy all the sentences, you can go home.
2. If you lend me the money, I'll pay you back in a few days.
3. If they'd installed a computer, they would have needed more space.
4. If she'd been in charge of the computer section, she would have had a lot of responsibility.
5. If he'd understood accounting, they might have given him a promotion.
6. If he retires, he'll get a pension from the city.
7. If they give a party, they may invite the secretary.
8. If you're careful, you won't have to do the work over again.
9. If the busboy sets the table, the customers can sit down.
10. If they have a lot of new employees, they'll have to train them.

C. Change these sentences to past contrary-to-fact conditions.

E X A M P L E

If she's only a few minutes late, I'll wait for her. *If she'd been only a few minutes late, I would have waited for her.*

1. If they sent the package by air mail, it would arrive today.
2. If you leave out anything, you'll have to do your term paper over again.
3. If your adviser approves your schedule, you may have too many classes.
4. If his car broke down, he'd have to take a taxi.
5. If they threw away all the old correspondence, they'd have more space.
6. If they moved their store to the suburbs, their business would improve.
7. If he sleeps late, he'll miss the bus.
8. If I knew how to fix the record player, I'd do it.
9. If she lends me her typewriter, I can finish my term paper.
10. If she didn't work, she couldn't support her family.

D. Combine these sentences so that they form future possible conditions.

E X A M P L E

It may rain this afternoon. Then I'll need to wear my raincoat. *If it rains this afternoon, I'll need to wear my raincoat.*

1. I may see my adviser this week. Then I'll ask her to approve my schedule.
2. He may go to Chicago next week. Then he'll attend a meeting with the sales department.
3. The plane may arrive late. Then she'll miss the meeting.
4. I may ask the teacher some questions. Then I'll understand this lesson.
5. She may walk to work. Then she'll get some exercise.
6. I may graduate from school this year. Then I'll have to look for a job.
7. He may drive to work. Then he'll have a hard time finding a place to park.
8. I may leave early today. Then you can tell me what the homework is.

E. Combine these sentences so that they form present contrary-to-fact conditions.

E X A M P L E

It isn't raining. I don't need my umbrella. *If it were raining, I'd need my umbrella.*

1. You don't listen to the teacher. You don't understand the lesson.
2. You don't study mathematics. You can't solve these problems.
3. She doesn't have a radio in her car. She doesn't hear the weather reports.
4. He doesn't go to bed early. He can't get up on time the next morning.
5. They don't read the newspaper. They don't know what's happening in the world.
6. It isn't Sunday. I can't sleep late.
7. You don't clean your desk. You can't find the papers that you're looking for.
8. You don't have a fever. You don't need to see a doctor.

F. Combine these sentences so that they form past contrary-to-fact conditions.

E X A M P L E

I didn't receive your letter. I didn't answer it. *If I'd received your letter, I would have answered it.*

1. We didn't need supplies. She didn't order them.
2. We didn't train the new employees. They couldn't do the work.
3. They didn't need anything from the store. He didn't go shopping.
4. He didn't see me. He didn't speak to me.
5. He didn't drop out of school. He didn't have any trouble finding work.
6. She didn't study the lesson. She didn't pass the exam.
7. She didn't get a scholarship. She couldn't go to college.
8. He didn't have any luck. He didn't become a success.

G. Change *make* to *have* in these sentences.

E X A M P L E

She made the typist check all the figures. *She had the typist check all the figures.*

1. They made me train the new employees.
2. I made him change his schedule.
3. I always make them write their homework in pencil.
4. The teacher makes them go to the lab every day.
5. Her parents made her specialize in electrical engineering.
6. I made the children eat their dinner.
7. They made him go to the hospital for a few days.
8. They made us learn how to operate all the machines.

H. Change *have* to *get* in these sentences.

E X A M P L E

She had the typist check all the figures. *She got the typist to check all the figures.*

1. I had the children work outside this afternoon.
2. He has his secretary write all the letters.

3. I'll try to have my wife answer your letter.
4. I have the students write a term paper every year.
5. I always have him wash the windshield.
6. She had me check the oil.
7. He had his wife pack his bag for him.
8. She had her son manage the restaurant.

I. Change *get* or *have* in these sentences to *make*.

E X A M P L E

He had us copy the sentences on the blackboard. *He made us copy the sentences on the blackboard.*

1. I got him to put air in the tires.
2. I had her read the newspaper every day.
3. I got my secretary to throw away all the old correspondence.
4. They have the salespeople attend a meeting every month.
5. I always get the children to take care of their own clothes.
6. I have them eat a good breakfast.
7. I'll get him to train the new typists.
8. She has her husband do exercises every day.

J. Change *get* to *have* in these sentences.

E X A M P L E

He got his hair cut yesterday. *He had his hair cut yesterday.*

1. She got some new dresses made.
2. They're going to get the work done by an engineer.
3. He needs to get a new suit made for him.
4. She's getting the car washed now.
5. They got a study made of people who passed through the shopping center.
6. They'll get the highway fixed next year.
7. He'll get the repairs on the house done in the fall.
8. They want to get the work finished before it gets cold.

2. General Practice

Answer these questions.

1. If he asks us to copy the sentences, what will I need?



2. If they lived in the suburbs, what would they be able to have?



3. If she worked for the city, what would she get when she retired?



4. If he'd gone outside, what would his father have made him wear?



5. If their parents were home, what would they get the children to drink?



6. If she goes on a trip, what will she get her husband to do?



7. If they go to Los Angeles, how will they travel?



8. If he went back home, how would he get there?



9. If she went to the store, what would her husband have her buy?



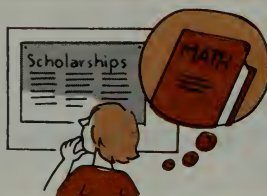
10. If he'd breathed in too much smoke, where would they have made him go?



11. If they hadn't put out the fire, what would have happened to the building?



12. If she gets a scholarship, what will she study?



13. If he'd retired, what would his wife have made him do?



14. If he goes downtown today, what will he have done?



15. If she'd gone to a filling station, what would she have gotten checked?



INTERNATIONAL PHONETIC ALPHABET *

CONSONANTS

[p] — pie, hope, happy	[ð] — they, then, other
[b] — bell, bite, globe	[s] — see, sat, city
[f] — fine, office	[z] — zoo, does, is
[v] — vest, of, have	[ʃ] — shoe, ship, action
[k] — keep, can, book	[ʒ] — usual, garage
[g] — go, get, egg	[tʃ] — change, watch
[l] — let, little, lay	[dʒ] — June, edge
[m] — man, must, dime	[r] — red, rich, write
[n] — no, down, ton	[y] — you, yes, million
[ŋ] — sing, ringing	[h] — he, hat, who
[w] — water, we, one	[t] — ten, to, meet
[θ] — thin, three, path	[d] — do, did, sudden

VOWELS AND DIPHTHONGS

[ɪ] — it, did, build	[ə] — cup, soda, infant
[i] — me, see, people	[ɜ] — her, work, bird
[ɛ] — end, let, any	[e] — say, they, mail
[æ] — cat, bat, laugh	[o] — old, coal, sew
[ɑ] — army, father, hot	[aɪ] — dry, eye, buy
[ɔ] — all, caught, long	[ɔɪ] — toy, boy, soil
[ʊ] — book, full, took	[aʊ] — cow, our, house
[u] — too, move, fruit	

* [ə] and [ɜ] are used in this book for both stressed and unstressed syllables, [y] is used instead of IPA [j]. [ɑ] is used instead of IPA [a].

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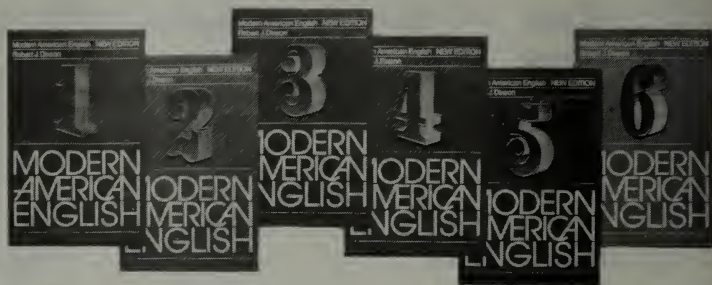
Appendix: Principal Parts of Irregular Verbs

<i>Simple Form (Present)</i>	<i>Past</i>	<i>Past Participle</i>
to be (is, am, are)	was, were	been
to become	became	become
to begin	began	begun
to blow	blew	blown
to break	broke	broken
to bring	brought	brought
to build	built	built
to buy	bought	bought
to catch	caught	caught
to choose	chose	chosen
to come	came	come
to cost	cost	cost
to cut	cut	cut
to dig	dug	dug
to do	did	done
to draw	drew	drawn
to drink	drank	drunk
to drive	drove	driven
to eat	ate	eaten
to fall	fell	fallen
to feel	felt	felt
to find	found	found
to fly	flew	flown
to forget	forgot	forgotten
to freeze	froze	frozen
to get	got	gotten
to give	gave	given
to go	went	gone
to grow	grew	grown
to hang	hung	hung
to have	had	had
to hear	heard	heard
to hold	held	held

*Simple Form (Present)**Past**Past Participle*

to hurt	hurt	hurt
to keep	kept	kept
to know	knew	known
to lead	led	led
to leave	left	left
to lend	lent	lent
to let	let	let
to lose	lost	lost
to make	made	made
to mean	meant	meant
to meet	met	met
to pay	paid	paid
to put	put	put
to quit	quit	quit
to read	read	read
to ride	rode	ridden
to ring	rang	rung
to run	ran	run
to say	said	said
to see	saw	seen
to sell	sold	sold
to send	sent	sent
to set	set	set
to shake	shook	shaken
to shine	shone	shone
to show	showed	shown
to sing	sang	sung
to sit	sat	sat
to sleep	slept	slept
to speak	spoke	spoken
to spend	spent	spent
to stand	stood	stood
to take	took	taken
to teach	taught	taught
to tear	tore	torn
to tell	told	told
to think	thought	thought
to throw	threw	thrown
to understand	understood	understood
to wear	wore	worn
to win	won	won
to write	wrote	written

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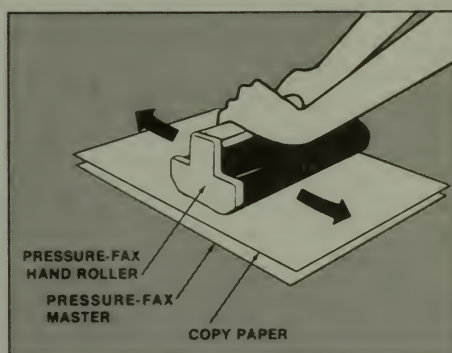


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